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ABSTRACT

The third year of the contract, 1993-94, was one of culminating activities for the Region F Technical Assistance Center (TAC), as well as a year for preparation for reauthorization. The TAC continued to provide assistance that focused on improving curriculum and instruction across all aspects of Chapter 1. A significant change was the increase in consultations and collaborative working arrangements between the Region F TAC and state and district personnel. The TAC delivered the services outlined in each of the state plans for technical assistance. Evaluation assistance remained a high priority, exemplified by the Stanislaus County project (California) and an alternative assessment project in Hawaii. Program improvement was the primary focus of TAC assistance in California, Washington, Oregon, Alaska, Montana, and Idaho. The Program Improvement Initiative was fully implemented this year with 40 schools across the state. The TAC continued its work in curriculum and instruction. Parent participation remained an important focus of TAC efforts, as did outreach and conference programs and activities. Activities are summarized by task and by state. Fourteen tables and five figures illustrate the discussion. (SLD)

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ED 378 279

Region F Chapter 1 Technical Assistance Center

ANNUAL REPORT

For the Period:
July 1, 1993 through June 30, 1994

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SECTION I

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

The third year of the contract, 1993-94, was one of culminating activities for the Region F Technical Assistance Center. It was also one for laying the groundwork for new strategies and activities in preparation for reauthorization. During the year, Region F TAC continued to provide assistance that focused on improving curriculum and instruction, cutting across all aspects of Chapter 1 including program improvement, assessment, and parent involvement. Helping schools to develop into communities of learners was the primary theme of the services provided by TAC staff to states, the BIA, and local districts.

One significant change in services this last year was the increase in consultations and collaborative working arrangements between the Region F TAC staff and state and district personnel. This shift in service delivery is important because it illustrates concentration of efforts where they are most beneficial and the building of the capacity of personnel outside the TAC to move forward independently and confidently.

Some of the highlights from the past year include:

- TAC continued to deliver all or the majority of the services outlined in each of the state plans for technical assistance, building on good collaborative relationships and partnerships from the previous two years with state department and local district staff.

- Evaluation assistance was still a high priority, and the goal of building models and providing long-term assistance was exemplified by the Stanislaus County project in California, and the alternative assessment project in Hawaii. In both cases, the emphasis of service delivery was to build teachers' assessment capacities. The TAC support and materials have enabled teachers to implement portfolios, gain the capability to develop and use scoring rubrics. A primary outcome is teachers' ability to align/incorporate these assessments into their instruction.

- Program improvement was the primary focus of TAC assistance in California, Washington, Oregon, Alaska, Montana, and Idaho. However, program improvement schools were involved in all TAC activities in the states and districts throughout the region. In California, the regional networks of program improvement schools continued, with full-day institutes replacing some of the shorter

meetings, in order to allow participants to address topics of interest more thoroughly.

- TAC provided professional development and resource materials to the Program Improvement Initiative (PII) coaches. The Initiative was fully implemented this year with 40 schools across the state. TAC also supported the newly-identified program improvement schools participating in the training for Leadership Teams to assist them in developing their plans.

- In Washington State, the program improvement specialists continued working individually with their local schools, and began to work with schools outside their districts and with schoolwide project schools as well. TAC staff were engaged in continued professional development for these specialists, as well as evaluation of the project. These specialists are now the primary support for program improvement schools, and their work, supported by TAC, has enabled the schools to implement program improvement strategies in ways that are more substantive and closely monitored to permit course correction when needed.

- In Alaska and Montana, TAC staff visited program improvement schools and met with staff to discuss issues such as full staff participation in program improvement and effective instruction.

- TAC continued work in the area of curriculum and instruction as part of program improvement efforts in all states in the region, through intensive assistance to several sites (e.g., Yakima, WA and Francisco Middle School in San Francisco), through awareness presentations, sometimes to special groups, and through the development of resource materials.

- Parent involvement in education is an important area of focus in many states in Region F. In California, TAC staff assisted with the planning and made presentations at the annual Home-School-Community Partnership Conference, a major Chapter 1 effort to support the implementation of that state's Strategic Plan for Parent Involvement.

- Region F TAC continued to provide assistance to the U.S. Department of Education in coordinating the Even Start and Schoolwide Projects national conferences. The high points of the Schoolwide Projects were visits to two successful schoolwide projects and videos of five schoolwide projects in the state. The visits were arranged, and the videos were produced by TAC staff.

- Attendance and participation in statewide conferences within the region and at national conferences were important opportunities for TAC staff to maintain their capability. TAC staff also collaborated with staff throughout Far West Laboratory as part of their staff development strategy.

- TAC staff engaged in a number of outreach activities, including dissemination of *FOCUS on Program Improvement,* a resource guide developed by Region F TAC, and participation in numerous workshops and meetings across the region, including state-level conferences in Nevada, Montana, and Wyoming.

- Region F TAC staff and RTAC staff continued their collaborative work on a number of activities throughout the year. These included coordinating national conferences such as the Even Start Conference and Schoolwide Projects Conference, along with state efforts such as the Washington Program Improvement Specialists' project.

SECTION II

SUMMARY OF

TECHNICAL ASSISTANCE SERVICES

BY TASK

TASK 1 - NEGOTIATE SERVICES

In 1991-92, the Region F TAC set out to establish positive working relationships with all nine states in the region, with the purpose of providing on-going comprehensive assistance that was focused on improving Chapter 1 programs. With each successive year, the staff at the Region F TAC have forged stronger relationships with staff from the state departments across the region, collaborating with them to fulfill long-term goals of building the capacity of district administrators and teachers in the areas of parent involvement, curriculum and instruction, assessment, program improvement, and migrant education.

The major areas of service delivery for 1993-94 included program improvement, effective instructional practices, testing and assessment, parent involvement, migrant education, Even Start, Neglected or Delinquent programs, and support of states' reform efforts. The specific Plans for Technical Assistance reflected each state's goals and plans for Chapter 1. While each plan included activities in the four main areas, (i.e., curriculum, evaluation, program improvement, and parent involvement), each state had a different focus. In California, for example, the primary focus was program improvement, while in Hawaii, portfolio assessment has been the major focus.

Across the states, there were several themes for technical assistance during the third contract year. Providing training for a cadre of coaches, specialists, facilitators, or mentors to work with Chapter 1 program improvement schools was a theme running through the technical assistance plans for Alaska, California, and Washington. Alternative assessment, particularly portfolio and performance assessments, and aligning the Chapter 1 curricula with the state assessment program was a common focus for technical assistance across Alaska, Hawaii, Idaho, Nevada and Wyoming. In Washington and Montana, the Region F TAC was asked to assist clusters of high-impact Chapter 1 schools. These clusters were encouraged to network, and in California and Washington, the Region F TAC provided services to regional networks of program improvement schools already in existence. In Yakima, Washington, Portland, Oregon, and San Francisco, California, Region F TAC provided intensive services to selected Chapter 1 schools.

The Plan for Technical Assistance for Region F TAC service delivery to the Bureau of Indian Affairs was a three-year plan that included themes that are similar to those for the states in the region. The three major themes in the plan included developing leadership within a team, collaboration of all education programs in the school and community, and networking and sharing what works in Indian Education, emphasizing curriculum development.

During the 1993-94 contract year, some efforts continued, such as the Washington program improvement facilitator training started in 1991-92, and others, like the

California Program Improvement Initiative, were implemented for the first time. These efforts, along with all other TAC activities, are outlined in the Plans for Technical Assistance (PTAs). These plans and related accomplishments are included in each of the state summaries in this report. The PTAs are made final in discussions that occur during the Regional Coordinating Council (RCC) meetings each year or in on-site meetings requested by the states. Discussions about the 1994-95 PTAs occurred during the RCC meeting hosted by the Region F TAC located at the Far West Laboratory for Research and Educational Development in San Francisco in June, 1994.

TASK 2 - ACT AS A TECHNICAL CONSULTANT TO SEAS AND LEAS

In general, this year was one of continuing or bringing closure to a number of ongoing activities and laying the groundwork for anticipated changes under the *Improving America's Schools Act of 1994*, legislation that will reauthorize Chapter 1 as Title I with many significant changes that go beyond the change in nomenclature. It is anticipated that this legislation will pass during the summer of 1994; SEAs, and to a somewhat lesser degree, LEAs want to be ready for the changes that have been proposed. In addition, new or ongoing state and local efforts to reform and restructure the educational system present a larger context within which to contemplate the coordination of all the reform agendae. It could be noted that there is, in general, a trend toward more integrated efforts, and it has become more and more difficult to separate topics of assistance and target audiences. This becomes obvious when generating a report of this nature that details an entire scope of work over a year's time. It is difficult, for example, to describe activities that fall under program improvement without talking about essential and related services in the areas of curriculum and instruction and parent involvement. It is difficult to describe assistance to LEAs and schools on the development of alternative assessment systems without linking it to assistance in effective instructional strategies. Similarly, it is becoming less possible and even reasonable to provide assistance only to Chapter 1 staff when the program of a whole school or district needs attention. In short, the task of helping practitioners and policy-makers build an infrastructure—a framework for connecting all the pieces related to school improvement—has become much more the focus of technical assistance activities.

TASK 2A - EVALUATION IMPROVEMENT

Evaluation assistance continued as a high priority for Region F clients, but the nature of TAC assistance is changing in order to assist states and local projects with the changes proposed in ESEA reauthorization, Goals 2000, and related state reforms. Closely aligned with these interests has been TAC assistance throughout the three-year contract period on th use of alternative assessments to evaluate progress towards desired outcomes. There is still substantial interest in this area and as long-term assistance projects have matured, TAC has been able to use information and ideas from these efforts to assist states and districts in planning for the future. Additionally, TAC has been able to draw on information from several state and local assessment projects that are under development at the Far West Laboratory. Finally, assistance to SEA and LEA clients related to current testing and evaluation requirements has been ongoing. In recent quarters, however, assistance has taken the form of specific problem-solving

consultations and dissemination of related materials. This is quite different the first year of the contract where many local and regional workshops and consultations dealt with Chapter 1 evaluation design and examples of how districts might conduct evaluations in the spirit of the 1988 authorization. In general, the trend for TAC services has been to help clients prepare for the future, while meeting the demands of the present. What follows are examples of TAC work (primarily fourth quarter) that illustrate the above points. A more extensive treatment of TAC assistance can be found in the state summaries.

The final quarter was an opportunity for TAC and several SEAs to meet and plan for future support in the evaluation area. Many states have requested assistance in structuring state plans that mesh well with Goals 2000 and the ESEA proposals. Some already have assessment systems under development, while others are just starting. In California, TAC and CDE staff led discussions at three statewide district evaluators' meetings. Discussions included highlights from the *Prospects* and *Reinventing Chapter 1* reports. TAC led a discussion of district perspectives on using *California Learning Assessment System (CLAS)* for Chapter 1 evaluation if an exception was granted for its use. Districts were mixed in their response with some indicating they would continue to use norm-referenced tests. As a result of follow-up meetings with CDE, TAC will provide assistance on strategic planning related to evaluation issues and ESEA, and work with CDE on the implications for state and local evaluation activities. During the final quarter, TAC supported other SEAs on evaluation issues associated with ESEA including Alaska, Hawaii, Washington, and Wyoming. Earlier in the year, TAC worked with Idaho and Oregon SEA staff on similar issues. SEA staff are concerned about the multiple levels of evaluation and how their future state plans will address these. The SEAs are anxiously awaiting the specific language in the ESEA reauthorization so they can move forward with more specific plans. Examples of new assessments and how they fit into district and state plans will be very helpful to SEA staff in the immediate future. In many projects, the question has changed from, how do we <u>do</u> alternative assessment, to how do we <u>use</u> alternative assessment results?

Related to this interest, a series of year-end workshops and meetings were held with teacher teams from two long-term assistance projects: the Hawaii Chapter 1 Collaborative Portfolio Project and the Stanislaus County Mathematics Portfolio Project. TAC has led an extensive technical assistance effort with these project participants that has yielded working examples of standards, many performance tasks, scoring criteria and rubrics, and portfolio designs. Both projects have also produced substantial exemplars (libraries) of student work that illustrate several levels of achievement relative to the established standards. In this extensive work with teacher teams from Chapter 1 schools, TAC and local project staff have learned a great deal about the incentives and barriers associated with implementation in classrooms. The projects have also yielded insights

about how local assessments can be aligned with state curriculum guides and frameworks, and how evidence of student growth and performance can be related to existing and evolving systems for the evaluation of student progress. Furthermore, the projects have enhanced the capacity of teachers to engage in development and professional growth with others in their environment. In both projects, teacher/pilot leaders will continue their work and will be including new teachers in the projects during the 1994-95 school year. There has been a great deal of interest in these projects, and both were represented in national conferences during the final quarter of this year.

TAC also worked with several other local projects on the use of alternative assessments during the final quarter. In Mat-su Alaska, TAC continued work with a district planning committee developing a system of assessment and student information to use for selection, evaluation, and instructional improvement. This work is in its early stages and TAC plans to support a pilot in the fall of 1994. In Cupertino, California, TAC consulted with a district team on the use of alternative assessments to evaluate students from five Chapter 1 schools. In Modesto, TAC presented to 30 district curriculum and evaluation coordinators on the use of local assessments that align with the state Frameworks and the *California Learning Assessment System*. Throughout the year, TAC worked with many LEA and SEA staff on the use of alternative assessments for evaluation of Chapter 1 students and programs. Workshops and onsite assistance were provided to clients in all nine Region F states.

Consultations with LEA and SEA staff on specific evaluation topics associated with Chapter 1 Regular and Migrant programs are too numerous to describe in detail. These ongoing consultations covered a wide range of topics including: SWP evaluation, testing LEP students, evaluation design, evaluating progress in the regular program, sustained effects, needs assessment, student selection, early childhood assessment and testing, data analysis and quality control, functional-level testing, reporting results, rubric development, desired outcomes, and project effectiveness for National Recognition applications. In most cases, this assistance did not involve workshops or large meetings; onsite and phone consultations were much more frequent.

TASK 2B - SEA AND LEA PROGRAM IMPROVEMENT

Program improvement remained a priority for the Region F TAC, and one of the major accomplishments of the TAC during the past year was the completion and publication of *FOCUS on Program Improvement: A Program Improvement Planning Guide.* The handbook was well-received throughout the region and has been widely used in California (including for the Program Improvement Initiative and the training for program improvement leadership teams) and in other states to support program

improvement activities.

Other TAC services in program improvement reflected the confidence the state departments and districts placed in the Region F TAC during the third year. TAC assisted in planning and providing program improvement services, working with state departments and local districts, and continuing work that was started in the prior two years.

For example, in Alaska, Region F TAC staff participated in the Committee of Practitioners' meeting and the statewide conference. TAC assisted program improvement leadership teams with planning, facilitating team discussions, and presenting sessions on service delivery models. TAC staff also provided assistance to several districts and to program improvement schools in Anchorage and Fairbanks to facilitate involvement of the full staff in the improvement effort and to monitor progress on their plans.

In California, TAC continued to assist with planning and participated in the regional meetings for program improvement schools. Some of the meetings were planned with new formats—full-day institutes or two-day institutes where school staff could explore topics in depth. These institutes were provided in addition to the regular regional meetings of program improvement schools hosted by the California Department of Education (CDE).

The Program Improvement Initiative (PII), started last year, was fully implemented this year, with ten coaches who were hired to assist forty schools throughout the state. The PII is California's means of fulfilling the federal requirement that state departments intervene to assist program improvement schools that fail to meet the state standard after implementing improvement plans on their own. TAC provided support for this initiative by providing professional development for the coaches throughout the year. The coaches held monthly staff development meetings, and TAC contributed regularly with staff development sessions on coaching techniques, reading strategies, and program improvement. During the fourth quarter, TAC staff facilitated sessions where the coaches developed a vision and goals for next year.

A new program improvement service provided by the California Compensatory Education Office included the training of leadership teams from newly-identified program improvement schools to plan and implement change. Region F TAC assisted in this effort through the provision of resource materials from the U.S. Department of Education and other TACs. Some planning for training the leadership teams occurred during May, and TAC will again provide materials for this effort next year. This initiative is expected to continue for several more years.

Culminating activities for each of these efforts occurred during the fourth quarter with TAC assistance. The final regional meetings were held during April and May, with planning meetings for next year taking place in June. TAC staff participated in some of these final meetings, making presentations on parent involvement in Regions 3 and 4,

and helping to outline plans for next year in Regions 3, 4, and 5.

TAC supported program improvement efforts in Idaho through participation in program improvement workshops in Boise. The focus of the workshops was on writing plans, and TAC presented on effective instructional strategies. The state department is part of a school improvement consortium sponsored by the Agency for Instructional Technology, and TAC efforts were tailored to complement the efforts of the consortium. TAC also participated in meetings of the Committee of Practitioners, presenting on reauthorization of ESEA and participating with teams who reviewed all of the program improvement plans for the state.

The annual Oregon Summer Institute is a major event on the Oregon Chapter 1 calendar and targets program improvement schools. Over the course of this week-long activity, TAC staff presented on the topics of evaluation and assessment, designing mathematics programs and advanced skills instruction in Chapter 1. TAC also assisted program improvement leadership teams from first- and second-year program improvement schools from across the state at workshops held in Klamath County.

TAC staff visited four program improvement schools in Montana. At two schools, the staff talked with the teachers about effective instructional strategies while at two other schools TAC staff met with the teachers to discuss reading curriculum. TAC also reviewed and discussed the plans for program improvement that had been developed by these schools.

In Nevada, TAC was asked to assist with increasing the effectiveness of schools identified for program improvement. During the fourth quarter, TAC assisted the state department staff assigned to work on program improvement in state sponsored-meetings. TAC staff made presentations on parent involvement and later assisted the state staff with cooperative learning sessions.

It was requested that TAC continue support and development of a network of program improvement specialists in Washington, training and supporting them as they began to work with individual schools. During the fourth quarter, TAC conducted an all-day meeting with the Washington program improvement specialists. The focus of the meeting was recent support activities with schools and strategies for assisting in the design of long-term professional development programs.

Region F TAC provided intensive assistance to Francisco Middle School in San Francisco. Francisco is a program improvement school that has established improvement in reading and ESL instruction and achievement as a priority. Over the year, TAC worked with Francisco to establish a delivery system for TAC services and follow-up activities that the staff would undertake. Once a satisfactory plan had been outlined, TAC staff provided several full days of professional development on reading and ESL instruction strategies. During the fourth quarter, TAC observed in classrooms, and then presented three more days of demonstration lessons in classrooms for groups of teachers.

One unanticipated way that Region F TAC has been able to support program improvement activities in its states is by helping to recognize Chapter 1 programs that have been successful in helping children learn. One way was to provide support to Chapter 1 program staff who chose to apply for state or national recognition. In California, this also resulted in TAC providing assistance to the SEA in compiling documents with four-to-five page descriptions of exemplary programs both for 1992-93 and 1993-94. As part of the National Schoolwide Project conference, TAC invited presenters from four of its states to describe their successful schoolwide projects. In addition, two-and-a-half hours of videotape on five successful schools in California was included as part of the conference and is being disseminated throughout the region to anyone interested in using the tapes for staff development.

The most important characteristic of the program improvement activities over the past year is that direct assistance and support to local schools was crucial. This was true in Alaska, where visits and assistance directly to schools was an important part of TAC service. This was also true in California and Washington, where school teams, and specialists/coaches working directly with schools were provided with information. These states used the Region F TAC as an important resource to program improvement schools engaged in planning and implementing measures to change. In addition, the states provided personnel to help these schools, either through the specialists/coaches, or with the schools networking to learn from each other.

There also appears to be tacit understanding that improvement in Chapter 1 has to be a joint effort of people at different levels in the educational system. State department staff, local district staff, and the staff in the local schools work together to bring about program improvement. This is reflected in the consortium in Idaho, where agencies and schools are working together to bring about school improvement.

Because program improvement schools are engaged in activities that address curriculum and instruction, parent involvement and assessment, many TAC services to program improvement schools are described in other sections of this report.

TASK 2C - CURRICULUM AND INSTRUCTION

Region F TAC work in curriculum and instruction this year was generally conducted in four strands: (1) intensive support to schools or districts engaged in ongoing efforts to improve their instructional programs; (2) awareness presentations at program improvement workshops to ensure that participating school teams maintain a focus on curriculum and instruction as they plan program improvement strategies; (3) presentations at state conferences as requested by the SEAs; and (4) presentations to special audiences. The different strands of assistance allowed TAC to address the

various needs of states and districts, while providing several opportunities for TAC to engage in intensive work on curriculum and instruction. In addition, TAC continued work on the development of resource materials to support all of these strands.

Under the first strand, TAC continued development work on materials to support coordinated curriculum design projects focused on thematic units. A series of workshops presented last year in Central Oahu, Hawaii, and as part of an early literacy course for credit provided to Chapter 1 teachers in Wyoming, provided a basis for extended development. As teachers give greater consideration to what the research reflects about effective teaching, it has become more and more important for them to plan or frame their instruction in ways that integrate learning, address strategic needs, and allow coordination between the Chapter 1 and regular classroom program. This is also promoted by the movement toward performance-based assessment that often includes an emphasis on performance tasks that require an integration of subject domains. Three sites engaged in ongoing efforts to improve their instructional programs received either follow-up or intensive assistance from TAC this year. As a follow-up to a series of workshops on thematic teaching presented for Central Oahu last year, TAC conducted a follow-up consultation with the district coordinator to review the work and help plan their next steps and extended the focus on thematic teaching through full-day workshops in Maui and Molokai.

In Yakima, Washington, TAC provided several rounds of services to Chapter 1 schools in the district. This work has focused on the development of teaching strategies in literacy for Spanish-speaking students. The district has experienced a dramatic increase in t he number of students whose native language is Spanish, and the teachers and paraprofessionals need extensive help in effective teaching strategies. Workshops have been provided in Sheltered English, ESL strategies in content areas, and teaching Spanish in beginning reading. At the high school level presentations were made to teachers in the content areas for migrant students.

Following planning meetings with the district coordinator and a school planning committee early this year, TAC initiated a plan for intensive staff development assistance on reading instruction for a San Francisco Middle School which is one of the lowest-performing and has one of the most diverse student populations in the district. The plan included ten days of on-site assistance and a team of TAC staff enhanced with several Far West Lab staff with expertise in the areas of need. The plan focused on restructuring the school with a focus on the alignment of curriculum and instruction with assessment in all content areas. It was planned that assistance would include full-day inservice meetings, support for the development of a new set of core curriculum standards, coaching and mentoring of teachers, and demonstration teaching. As it was determined that teachers wanted ongoing assistance to improve instructional strategies, particularly for second-language students, TAC provided a half-day workshop on effective reading

strategies to the full staff and followed up with classroom observations in preparation for demonstration teaching. During the fourth quarter, several rounds of demonstration teaching were followed with debriefings with the school staff. TAC will continue this project with more demonstration teaching, mentoring, and development of instructional units. This project is serving as a model for support to schools and districts with similar populations.

Another long-term intensive project bridges assessment and curriculum development. TAC worked with teachers in Stanislaus County, California, to structure a math portfolio linked to the state curriculum frameworks.

TAC involvement in "Math Matters" in California is also an ongoing activity. "Math Matters" is a project through which fourth-sixth grade teachers from Chapter 1 schools are trained in effective math instruction. The goal is for these teachers to return to their individual schools and train their colleagues. TAC will participate in future trainings by presenting "next steps" in developing alternative assessment procedures. TAC participated in a three-day retreat of the "Math Matters Project" during the fourth quarter. With the goal of working with 100 of the highest poverty elementary schools in the state to improve mathematics instruction, the purpose of the retreat was to lay out a plan for "Math Matters" Training over the next four years. TAC has been asked to participate by providing inservice to the "Math Matters" staff in assessment.

Work in Montana this year included a focus on effective instructional practices in two special-needs schools--an N or D project and a reservation school. These were planned as intensive technical assistance efforts designed to upgrade the instructional programs in these sites. TAC reviewed and discussed program improvement plans and presented workshops on "Reading Strategies in Elementary Classrooms."

TAC staff presented two awareness sessions of "Principles for Successful on Multicultural Education" for teachers, counselors, and cottage staff of the Nevada Youth Training Center, a 24-hour residential facility for male youth between 12 and 18 years of age who have been adjudicated delinquent by the State of Nevada's District Courts, at Elko, Nevada. TAC also "Self-Esteem" to about 40 parents, teachers, and students in Dyer, Nevada, and assisted the Nevada SDE consultant in presenting model lessons on cooperative learning.

Presentations in Oregon included two given at Tubman Middle School in Portland: "Principles for Successful Multicultural Education" and "Authentic Learning"; and at Hall Elementary School in Gresham, Oregon.

TAC also made an awareness presentation on effective instruction at a regional meeting for Chapter 1 schools and schoolwide projects in California's Region 10. This presentation was intended to alert the program improvement teams to the need to focus on effective instructional strategies and to discuss ways for schools and districts to use TAC services to support their program improvement efforts. TAC also provided

information to support program improvement plan writing in Idaho. General information regarding effective practices, "Six Big Ideas on Effective Instruction," was presented during the second round of program improvement workshops.

Presentations in the area of curriculum and instruction made at state conferences included the Oregon Summer Institute: the design of effective math programs and programs that ensure the integration of advanced skills instruction in Chapter 1 programs. TAC also made presentations at the Washington State Migrant Education August Institute on successful multicultural strategies and strategies for the older non-reader.

TAC gave workshops at three other state conferences including the Montana State Chapter 1 Conference, at which TAC conducted workshops on "Collaborative Strategies," "Math Strategies for Middle School and High School Students," and "Elementary Reading Strategies." At the Wyoming Interdisciplinary Conference, TAC presented a session on "Applying NCTM Standards: Implications for Classroom Instruction," and at the Nevada State Chapter 1 Conference, TAC made a presentation on "Conflict Resolution."

TAC presented workshops for full-day institutes at conferences in Idaho and Washington. At the biannual State Chapter 1 Conference in Idaho, TAC co-presented (with another Far West Laboratory employee) a full-day institute on "Complex Instruction," a model devised by Dr. Elizabeth Cohen at Stanford University, to stimulate instruction in advanced skills and to address status differences in student groups. At the Washington Association of Grants Managers' Conference, TAC presented workshop sessions on "Authentic Learning." At the California Even Start Family Literacy Conference, TAC presented a workshop on "Authentic Learning for Parents and Children." In Nevada, TAC presented two workshops on "Principles of Successful Multicultural Education" at the Native American Education Leadership Conference sponsored by the Nevada Department of Education and the Nevada State Indian Education Steering Committee.

Special audiences for TAC presentations on curriculum and instruction included the cadre of program improvement coaches in California to which TAC presented an overview workshop on effective instructional strategies in reading and the Cultural Diversity Task Force of the California Educational Research Cooperative (CERC). CERC is a unique partnership between the Riverside and San Bernardino County Offices, 19 school districts, and the University of California, Riverside. TAC presented information on effective strategies in multicultural education.

TASK 2D - PARENT INVOLVEMENT AND FAMILY LITERACY

In 1993-94, Region F TAC provided a substantial amount of consultations and workshops in the area of parent involvement and family literacy. The number of requests for information, materials, and workshops stayed high throughout the year. The most frequently asked for workshops or topics included: (1) "Parenting the Multicultural Way"; (2) "Self-Esteem for All"; (3) "The POPS (Power of Parental Strengths)" workshops; (4) home-learning activities; (5) research on parent involvement; (6) effective parent involvement programs; (7) authentic learning for parents and children; (8) keys to successful home-school partnerships; (9) motivation and discipline; and (10) home-school Communication.

As detailed in biweekly and quarterly reports throughout the year, Region F TAC often conducted these workshops to mixed groups of teachers, administrators, instructional assistants and parents all at once. TAC staff used "trainer of trainers" model in general in order to eventually reach a larger audience and maximize the impact of our services. Even when working directly with parents, TAC staff made sure these parents were inspired, motivated, empowered, and given tools to provide leadership in their local settings or further disseminate TAC material.

In the last quarter, parent involvement work concentrated mainly in three states. In California, TAC staff met with the principal of Turnbull Academy, in San Mateo, California, to plan an evaluation study of parent participation at the school for the upcoming academic year. Along with technical assistance, Region F TAC staff has been asked to train staff at the school to develop their own evaluation study for future years. TAC staff participated in the Quarterly Coordination Meeting of all Chapter 1-funded persons in the Department of Education and presented research findings on the effects of parent involvement on student achievement. TAC also participated in a full-day conference for teachers, administrators, and parents from San Juan Unified School District in Sacramento and presented on Home-School Communication. At the Regions 3 and 4 meetings of program improvement schools, TAC staff made the same presentation to approximately 45 teachers and administrators. The San Francisco Volunteers, an agency that provides assistance directly to schools in San Francisco Unified School District, consulted with TAC staff regarding the establishment of a research agenda and direction for assistance to schools in parent involvement. These conversations with TAC staff will continue as the agency develops concept papers and develops a plan of action for the next few years.

In Montana, the Region F TAC provided services for migrant programs in two sites. In Billings, TAC staff attended the Annual Montana Migrant Conference and presented a workshop on strategies for working in the home with migrant families. In Sidney, TAC staff worked with the home visitors in developing activities and for

working with children in the home as well as strategies for parent participation and involvement.

In Nevada, TAC staff travelled with the Nevada SDE Consultant for Program Improvement to Dyer, Esmeralda County. TAC staff presented on the topic of self-esteem to about 40 parents, teachers, and students. In Hawthorne, TAC staff presented a keynote address on "Hawthorne POPS (Power of Parental Strengths)" and a workshop on self esteem for parents and staff of Hawthorne Elementary school on its Parent Workshop Day. In Las Vegas, TAC staff presented "Parenting the Multicultural Way" to two separate groups. The first one was conducted for Chapter 1 parents; the second one, for pre-K teachers and family aides in Clark County School District. TAC staff also met with Clark County staff to plan future assistance in parent involvement and program improvement areas. TAC staff returned to Las Vegas in June to conduct a self-esteem workshop for parents and staff on the Indian reservation and a new ESL workshop for Spanish-speaking parents at the District's Parent Resource Center.

Even Start. Region F TAC began 1993-94 with the planning of the 1993 National Even Start Conference for the Western Region held at La Jolla Marriott, San Diego, California and ended this year with the initial planning of the 1994 conference in Seattle, Washington (see Task 3 for more details).

In the last quarter, TAC staff participated in the Even Start State Coordinators' meeting held at Louisville, Kentucky, and facilitated two discussion sessions at the meeting. The meeting was sponsored by the USED in conjunction with the 1994 National Conference on Family Literacy where TAC staff made a presentation in a Plenary Session on Family Literacy and Cultural Diversity.

Given the importance of parent involvement in the Goals 2000 legislation, Region F TAC plans to provide more proactive technical assistance within this task area in the coming year.

TASK 3 - PERFORM ADDITIONAL TASKS

The bulk of Task 3 work, the Nine-site Initiative project in Los Angeles, was concluded at the end of the second contract year. However, two main activities took place during the third year. Region F TAC organized, coordinated, and participated in both the National Even Start Western Regional Conference and the National Chapter 1 Schoolwide Projects Conference. In addition to the two conferences, TAC participated in the National Recognition process, responded to requests for information from ED, and has begun planning the National Regional Even Start Conference to be held in Fall, 1994.

The Even Start Western Regional Conference was held at the La Jolla Marriott in San Diego from November 14-16, 1993. Region F collaborated closely with USDE staff, the Parent Involvement Specialty Option, and Regions E, 5, 6, 7, and 8 TAC/RTACs. Key activities in preparation for the conference included: working closely with the hotel staff to organize details related to the facilities and finalize meeting room assignments, orders for audio/visual equipments, food and beverage orders, etc.; preparing conference agenda, participant lists, and packets; processing registrations; working with USDE and the Parent Involvement and Family Literacy Specialty Option staff to finalize the list of presenters which included staff from exemplary Even Start programs; and serving as recorders and facilitators for the breakout sessions. Both written and oral feedback indicated that the conference was a success.

The second main activity under Task 3 this year was the planning and organization of the National Chapter 1 Schoolwide Projects Conference for the Western Region. Region F TAC staff planned the agenda, contacted presenters, negotiated and finalized arrangements with the hotel, and organized site visits. Nearly 250 people representing nine states participated in the three-day conference held at the Los Angeles Biltmore on March 28-30, 1994.

During the first day of the conference, participants had the opportunity to visit one of two successful schoolwide project schools and view a video presentation of five additional successful schoolwide project schools. Staff from the site visit schools and schools highlighted in the video presented breakout sessions on various aspects of their programs or schools. The rest of the conference consisted of general and breakout sessions. Presenters represented schools and districts from five states in the Western Region offering participants a range of choices that could best meet their needs for information and applicability to their own situations. Evaluations from the individual breakout sessions indicated that participants found the sessions to be informative and provided them with ideas to share with their staff. Over 75% of the individuals who returned a conference evaluation indicated that they thought the conference was "Good to Excellent." Nearly 100% indicated that they would use some of the things they learned at the conference. Many noted that they were planning to share the information

they had heard or gathered with their staff at upcoming meetings or staff development activities.

More recently, TAC staff have begun to finalize details of the Fall 1994 National Regional Even Start Conference. The Conference will be held in Seattle on November 13-15, 1994. TAC staff will be working closely with Region D, 6, 7, and 8 TAC/RTAC staff as well as USDE and Specialty Option staff, to coordinate details of the agenda, contact presenters, and finalize arrangements with the hotel. Region F TAC will report on details of the planning activities in subsequent quarterly reports.

In the coming year, Region F TAC anticipates continuing to offer support to USDE staff in the form of responding to requests for information, organizing meetings, and supporting the National Recognition process.

TASK 4 - MAINTAIN STAFF CAPABILITIES

Working to fulfill the pledge to provide outstanding technical assistance to our nine states, Region F TAC has enhanced staff capabilities in several educational areas including migrant education, school restructuring, alternative assessment and diversity/multiculturalism. During the 1993-94 year, TAC staff benefitted from professional development opportunities found both within the Far West Laboratory and outside in the field. As always, opportunities for professional growth are routinely accessed through attendance at conventions, meetings and seminars (such as the County Evaluators' Meeting hosted by the California Department of Education's Research, Technology, and Evaluation Division). Another crucial element to promoting staff capabilities has been our regular staff meetings, when TAC staff have an occasion to share expertise on a wide range of topics such as early childhood development, reading instruction, limited-English proficient students and statistical analysis. Accordingly, regular TAC meetings provide a forum for debriefing on any educational knowledge recently acquired through conferences, or reading the latest research articles. In the spirit of professional cooperation, TAC staff have asked their colleagues at FWL to train them on salient educational issues by providing texts and articles, by teaching the use of the newest software for data analysis, or by demonstrating effective classroom instructional practice.

During the fourth quarter of 1993-94, TAC staff have attended and presented at conferences held within and outside of Region F to maintain and sharpen a high level of educational expertise. Among the many conferences attended this quarter were the Bi-annual State Chapter 1 Conference in Idaho, the Tenth Annual California Compensatory Education Achieving Schools Conference in San Diego, the Annual Meeting of the American Educational Research Association in New Orleans, the Math Matters Training Sessions in San Diego, and the Roundtable on Native American Literacy and Language in Denver.

Internally, TAC staff this quarter have participated in a monthly meeting of FWL staff who are committed to assisting diverse learners through an initiative entitled "Language, Culture and Equity." Through this group, TAC staff were able to attend a workshop presented by the FWL Students At-Risk Program in conjunction with California Tomorrow on the effect of restructuring on limited-English proficient students. This group has also helped with the development of a monograph on effectively educating English Language Learners (LEP students) to be disseminated by Region F TAC.

A more recently developed mode of increasing staff capabilities has been piloting projects and services at a local Chapter 1 school site. Francisco Middle School in San Francisco was selected as an ideal site for intensive services due to its high

percentage of Chapter 1 students who are also ethnically diverse and limited-English proficient. It has provided an opportunity to practice classroom-centered research in conjunction with a group of Chapter 1 teachers. Working with the staff at Francisco has yielded lesson plans and a forthcoming unit plan that incorporate the prevailing recommendations of the current educational research. These materials will serve as both tools and prototypes for schools who are struggling to develop effective curriculum for their Chapter 1 students.

The current modes of increasing staff capabilities described above (attending professional conferences, reviewing the latest educational research, sharing information at biweekly meetings, participating in FWL workshops/initiatives and piloting classroom strategies) will continue to lead Region F professional development in the months ahead. The TAC staff are committed to building expertise in the many areas of education which influence the success of Chapter 1 students.

TASK 5 - OUTREACH AND AWARENESS ACTIVITIES

The Region F TAC actively pursues ways to build awareness of TAC services and to develop outreach activities that allow the states to focus on capacity building. The Region F TAC has developed strong working relationships with the SEAs and many LEAs to insure that the information disseminated helps to support our efforts in building capacity. In that effort, the TAC has been involved in a number of statewide efforts throughout the region. Examples of such activities are outlined below.

- TAC released *FOCUS on Program Improvement*, a document to assist Chapter 1 schools working on improvement efforts. TAC has used *FOCUS* to support a California statewide program improvement effort to train leadership teams of newly identified Chapter 1 schools. *FOCUS* has been disseminated to all SEAs in the region. *FOCUS* was used as the basis for a program improvement planning model presentation at a three-region conference encompassing 14 counties in central California. In San Francisco, *FOCUS* was used in staff development for categorical program resource teachers and administrators. In addition, it has been used to support program improvement efforts in Alaska, Montana, and Nevada.

- TAC staff continue efforts with the Washington State SPI staff for delivery of service to program improvement schools. In this statewide effort, newly-developed materials and resources are disseminated to participants.

- By participating in several state-level conferences, TAC staff had the opportunity to share information and disseminate resources. TAC participated in statewide conferences for Alaska, California, Idaho, Nevada, Montana, Oregon, and Wyoming.

- TAC staff participated in the planning meeting for the tenth annual California State Achieving Schools Conference held in April. At the conference, TAC provided a session on professional development. More than 100 teachers and administrators attended the session.

- In Alaska, TAC disseminated resource materials to all conference participants at the statewide conference. These materials were related to needs assessments, student selection, schoolwide projects, evaluation, effective instructional strategies, and developing assessment systems for Chapter 1 programs.

- TAC staff attended the quarterly meeting of County Evaluators hosted by the CDE Research and Technology Division. TAC disseminated the *FOCUS* handbook, the executive summary of the *Prospects* Report and information related to the Goals 2000 legislation.

- In Idaho, TAC attended the state administrators' meeting and made a presentation on TAC resources and services available to support program improvement efforts.

- Throughout the year TAC has worked with the Leadership Training project schools in Long Beach and Los Angeles to provide information about implementation, monitoring and evaluation to support their efforts in developing program improvement plans.

- Region F TAC developed a videotape on five successful schoolwide projects in California that was part of the National Schoolwide Project Conference in Los Angeles and is being distributed to anyone interested in having copies for staff development throughout the region.

TASK 6 - ATTEND TAC DIRECTORS' MEETINGS

The Director and Assistant Director of Region F TAC attended the TAC Directors' meetings in Washington, D.C. in October, 1993; and in February and June, 1994. These meetings were invaluable in that they included legislative updates, discussions of reauthorization, and reviews of state or regional activities. Over the three meetings, Region F TAC distributed copies of *FOCUS on Program Improvement*, a resource binder on performance-based assessment and updates, technical assistance materials that had been translated into Spanish, Hmong, and Vietnamese, and a draft copy of the *Early Childhood Continuity Framework* to all TACs, RTACs, and to ED. Materials and information from all of these meetings were reviewed and discussed with all Region F staff at regular staff meetings.

TASK 7 - FREQUENT OR CONTINUOUS COORDINATION WITH RTACs

Fulfilling our obligation to coordinate with the RTACs in our region, Region F TAC maintains frequent communication with Region 6, 7, and 8 RTACs by telephone to share calendars and by co-planning events. During the 1993-94 year, the TAC and RTAC have had many opportunities to jointly provide services in the western region. With some projects, the work is shared between the TAC and the RTACS, while in others, the responsibilities are divided so that a wider audience may be reached.

In this quarter, TAC staff attended the Nevada State Chapter 1 Coordinators meeting with RTAC. At that meeting, all the project directors of the state were interviewed about their assessment of technical assistance provided by Chapter 1 staff. Later in the quarter, both TAC and RTAC staff attended the Schoolwide Planning Conference in Portland, Oregon. Having conferred long before the conference, both staffs presented on different topics of interest to the participants.

Some of the highlights of the past year's successful efforts to coordinate with the Region 6, 7, & 8 RTACs include:

- Working with Region 8 RTAC to develop a portfolio system in Hawaii which would be available to all interested Chapter 1 teachers.

- Co-planning the Program Specialists' Training sessions in Washington and a pre-conference presentation in Wyoming's "Spring Swing" with Region 6 RTAC.

- Coordinating and facilitating the Even Start conference in La Jolla, California, the Schoolwide Project Conference in Los Angeles, and the RCC meeting in San Francisco.

- Arranging the Fourth Central Valley Institute in Hanford, California with Region 6 RTAC.

- Presenting complementary sessions at the Alaska State Chapter 1 and Migrant Conference and co-presenting with the SEA program improvement workshops at the state conference.

- Coordinating on participation in state program improvement and administration workshops in Idaho. Some are jointly presented; others are distributed regionally between TAC and RTAC.

SECTION III

STATE SUMMARIES

ALASKA

Activity Outlined in PTA	Activities conducted this year	Next Steps Follow-up
Collaborate with the SEA and RTAC 7 on workshops for Chapter 1 schools involved in planning and implementing program improvement.	Collaborated on workshop presented for school teams implementing program improvement plans at statewide conference. Provided onsite assistance in Lower Kuskokwim School District, Kenai School District, and Hunter School in Fairbanks. Developed plan for providing statewide and onsite assistance with SEA during planning session in Juneau.	During planning session in Juneau, statewide and onsite assistance through conferences and a statewide network of assistance providers were discussed. TAC will provide sessions at state Restructuring Conference in August and will assist with training of cadre of assistance providers next year.
Work with the SEA to explore other methods of supporting the implementation of effective program improvement strategies.	Consulted with SEA during the statewide conference when program improvement workshops took place. Discussed strategies for providing assistance next year.	Planned strategies during planning session in Juneau in May. State conference will take place later next year, and TAC will make presentations at the Reading conference and Principals' conference in October.
Support the SEA in the State Chapter 1 and Migrant Conference in the fall.	Participated in state administrators' meeting and presented information on evaluation and reporting, sustained effects; participated on assessment panel and presented workshop on schoolwide projects.	TAC will participate in conference in November.
Provide support to the SEA and LEAs as needed on the development of assessment systems that both meet the requirements and serve the needs of Chapter 1 programs.	Planned onsite assistance for two large districts in the preliminary phases of planning the development of an assessment system for the district.	Will continue work with state development of strategies and with individual districts as requested.
Provide a program of support services to migrant education staff focusing on effective assessment and instructional practices for migrant students.	Participated in migrant COP meeting during the statewide Chapter 1 and migrant conference.	Will provide assistance as requested. Will coordinate assistance with Far West Laboratory staff helping migrant program with computer management of data.

Participate in state Committee of Practitioners' meetings for Chapter 1 and migrant programs as requested.	Participated in the Chapter 1 COP meeting at statewide conference; presented information related to reauthorization.	Will participate as requested by SEA staff.
Respond to individual requests for onsite assistance from the SEA or from local project staff as needs arise during the 1993-94 service year.	Consulted with SEA on several requests.	Will provide assistance as requested by SEA staff.

Planning efforts for technical assistance in Alaska during the 1993-94 contract year focused on a consideration of the state goals of Alaska 2000. The Plan for Technical Assistance that was developed in consultation with the SEA affirmed that Region F TAC would support, to the extent possible, the *Alaska 2000 Recommendations* approved by the Alaska State Board of Education. Those recommendations served to frame technical assistance activities. The proposed activities and assistance provided are outlined in the matrix presented above. As will be noted, the activities centered around the development of assessment systems, assistance to program improvement schools and districts, and participation in state conferences.

Two ongoing projects in Alaska for which Region F TAC was providing support were concluded during the first quarter. TAC consulted with the local evaluators in Alaska who collected data and developed a final report on the evaluation of the Anchorage Migrant Program for which TAC had developed the research design. While the report was completed without evaluation data on the program (due to unavailability), it was submitted to the Alaska Department of Education. TAC provided input on each draft of the report. The other project in Lower Kuskokwim School District involved three program improvement schools interested in exploring the development of performance-based assessments as alternatives to use in measuring desired outcomes. The schools in this district all have significant populations of second-language children, and the standardized test results on these children do not provide enough information on which to evaluate the instructional program or to make instructional decisions. Since most of the teachers in the project would no longer be in the district next year that the project would not continue in its current format or be supported through program improvement funds. TAC has provided further assistance to this district this year as new schools have been identified as Chapter 1 schools, and many are beginning to plan for schoolwide project implementation. It is possible that more intensive assistance to the district next year for schoolwide project planning will include assistance on alternative assessment systems.

Additional assistance on the development of an assessment system designed to

meet student selection and evaluation purposes was provided on an ongoing basis to the Matanuska-Susitna School District. Assistance was provided through an evaluation committee representing the Chapter 1 and regular school programs. The work of this district may serve as a model that can be shared with other districts in the state.

In the area of program improvement, TAC provided assistance at the statewide conference and through several onsite visits to schools and districts. In conjunction with the state conference, TAC participated with the SEA and RTAC in an afternoon and evening workshop for school teams in Alaska that have been implementing program improvement plans for more than one year; TAC facilitated team discussions and planning. TAC also made a presentation on service delivery models. Subsequent to a discussion with one of the teams developing a program improvement plan, TAC scheduled an onsite visit during the week with this team's local Anchorage school staff at a morning staff meeting. TAC discussed program improvement planning and how to involve the entire school staff in positive and productive ways.

TAC also provided onsite assistance to the Lower Kuskokwim School District. This district has revised its needs assessment procedures, and as a result, several new schools have been identified to receive Chapter 1 funding. An all-day site visit to this district included providing information about reauthorization and schoolwide projects; reviewing all basic procedures for implementing Chapter 1 programs; and assistance to schools implementing program improvement plans.

During the fourth quarter, onsite assistance was provided in the Kenai School District to school teams that were developing or implementing program improvement plans. TAC co-presented the all-day workshop with SEA staff and helped school teams develop or review plans. Overview information was provided about student selection, evaluation, and parent involvement. TAC also visited a school in Fairbanks that has been implementing a program improvement plan for two years. It is hoped that changes in staff and the format of the program will result in improved test scores this year, but the data were not yet available.

In addition to the onsite activities described above, TAC responded to a request from the SEA and supplied 50 copies of *FOCUS on Program Improvement*, a document developed by Region F TAC; worked on plans for district support on alternative assessment planning; and scheduled work on the development of resource materials to enhance district needs assessment procedures.

The third area of work included participation in several statewide meetings. TAC participated in the meeting of the Chapter 1 Committee of Practitioners that was held in conjunction with the state Migrant and Chapter 1 conference, contributing to discussions on reauthorization as well as other items on the agenda. At the statewide day-long meeting for Chapter 1 and migrant coordinators, TAC presented information on procedures for conducting sustained effects studies and reporting evaluation data. TAC

also presented information about technical assistance available through the TAC and disseminated sample materials.

TAC participated in the Alaska State Chapter 1 and Migrant Conference, giving a three-hour presentation of schoolwide projects. This session included a presentation by the curriculum director from a successful schoolwide project in Long Beach, California.

TAC also served on a panel of evaluation specialists that was the focus of the concluding session of a day-long program on assessment at the State Conference. The panel discussed anticipated changes in assessment practices under the federal reauthorization of ESEA and Goals 2000; goals and progress of the Alaska 2000 development project; local projects that are focused on the development of alternative assessment procedures; and the potential fit between and among all of these efforts.

TAC had planning discussions with the SEA this quarter to prepare for participation in the August statewide week-long restructuring institute. TAC will provide presentations and support on Chapter 1 program improvement, effective strategies, and planning schoolwide projects. TAC also facilitated a planning and strategizing session with the Chapter 1 and Migrant staff for technical assistance to be provided through the SEA, TAC, and RTAC next year. This all-day session led to the development of a plan that will support the SEA and LEAs as they prepare for the new legislation, develop assessment systems that fit with the state plan for assessment, and design new strategies for improving Chapter 1 programs.

BIA

Activity Outlined in PTA	Activities Conducted this Year	Next Steps Follow-up
Disseminate information on educational models, resources, and research to BIA and tribally- operated schools at national meetings within Region F and respond to requests for information and assistance as needed.	Responded to requests for information and material from BIA schools. Presented **Keys to home-school partnerships** at the National Spring Meeting.	Will participate in the next national meetings in the region.
Provide onsite assistance to schools approved by the BIA Chapter 1 office in the target areas of staff development, parent and community involvement, and outcome-based, culturally relevant curriculum.	Presented **Self-Esteem, Alternative Assessment, & Keys to home-school partnerships** at the Wahelut school in Washington. Conducted workshops on multicultural education at the Wind River Indian Reservation in Wyoming.	Will continue to follow procedures to give onsite assistance to schools that request help.
In cooperation with the Elementary and Secondary Program Branch, Chapter 1 will disseminate models of effective schools and programs and parent/community involvement.	Responded to requests for information and materials throughout the year.	Will continue to disseminate information and material to BIA schools.

Region F TAC provided onsite assistance at three locations during the 1993-94 contract year. TAC staff presented "Principles for Successful Multicultural Education," a whole day follow-up workshop (TAC presented on the same topic in 1992), at the St. Stephen's Indian School on Wind River Indian Reservation, Wyoming, in August 1993. In March 1994, TAC staff presented "Keys to Home-School Partnerships" at the BIA National Spring Conference at San Diego; the same topic as well as "Self-Esteem for All" and "Alternative Assessment" were presented at the Wahelut Indian School for representatives from five BIA school districts from the region. Since all the allotted days were used up, there was no BIA onsite activity this quarter besides responding to inquiries from the field.

For the 1994-95 contract year, plans are being discussed for future technical assistance at BIA schools in the region; for example, TAC staff, upon approval from the BIA Central Office, will conduct workshops on multicultural education and parent involvement at an Indian school in Washington.

Activity Outlined in PTA	Activities Conducted this Year	Next Steps Follow-up
Assist with planning and/or provide presentations for the Math Matters Project. Will also assist with planning and providing presentations for the Achieving Schools and Standard English Program Conferences.	TAC staff participated in planning and provided presentations for the Math Matters Project and the Achieving Schools Conference. TAC staff participation in the Standard English Conference was deferred.	Planning is underway for TAC to assist with planning and presentations for next year in both the Math Matters Project and the Achieving Schools Conference. Negotiations are still on-going regarding the Standard English Conference.
Assist with the Achieving Schools Recognition process (training reviewers, reading applications, identifying schools).	TAC staff co-presented with the SEA workshops on developing applications for recognition in the northern and southern parts of the state. TAC assisted with training reviewers and reviewed all submissions for recognition as a California Achieving School and for the National Recognition Program. TAC also helped with writing, editing, and producing documents on California achieving schools for the 1992-93 and 1993-94 school years. The documents will be disseminated throughout California.	TAC will assist with reviewing and editing the descriptions of the outstanding Chapter 1 schools again next year.
Work with the CDE consultants to plan activities for the regional program improvement networks and schoolwide projects, provide consultations and training sessions to support these networks and SWPs.	TAC staff assisted with planning and presented at the joint regional conference for Regions 3, 4 and 5. For Regions 3 and 4, TAC staff made presentations on parent involvement and multicultural education. TAC staff co-presented with SEA staff at program improvement workshops in Region 10 and presented an overview of reauthorization as part of a regional conference that included an audio conference with the congressman from the district. TAC also assisted with planning for the Region 10 conference.	TAC will assist with planning and make presentations at the regional program improvement meetings for 1994-95.

Assist the Migrant Education Program with program evaluation, and conduct a statewide study of how migrant students are being served in various categorical programs.	Consulted with staff in Region 16 to conduct study and provide assistance. Completed evaluation report for state migrant conference.	Plans are currently underway for TAC to assist with the migrant education program next year.
Provide intensive assistance to 3-5 schools in the San Francisco Unified School District. This activity is anticipated to include assistance to middle schools with curriculum, instruction, program design, and parent training.	TAC staff met with Francisco Middle School to plan assistance. TAC also delivered a two-day workshop for all teachers on reading strategies, another full day for reading strategies, classroom demonstration lessons, and class visitations. TAC staff also conducted a meeting for district resource teachers working with low-performing schools in San Francisco. Purpose was to assist them in their work with the schools.	Work with Francisco Middle School will continue next year as a site for intensive assistance.
Assist with advising the CDE study of program improvement schools.	CDE continues to work on analyzing Phase II of the study, and has not convened the advisory committee.	TAC will assist with planning of Phase III of the study when the committee is convened.
Support the development and use of alternative measures and indicators through collecting examples from California districts, developing summaries and training materials based on these efforts, and disseminating these through the CDE and meetings, e.g. county, district evaluator groups.	TAC worked with teachers from Stanislaus County on portfolio assessment for math. The assessment design and math curriculum complement the California Math Framework and are intended to illustrate levels of performance related to Framework content. This project is intended to serve as a model for other similar activities that will take place in the state over the next year.	TAC participation in the project ended during the fourth quarter and will not continue next year.
TAC will participate in the large and mid-size district evaluators' meetings to disseminate and secure information on Chapter 1 evaluation options.	TAC participated in the evaluators' meetings for mid-size and large districts and for counties. TAC presented on the "Prospects" study, the FOCUS handbook, and reauthorization.	TAC participation will continue, and specific planning for TAC assistance next year is currently underway.

The fourth quarter in California brought with it successful culmination of initiatives and year-long activities to assist local schools with their Chapter 1 programs.

There were three major strands of Chapter 1 activities in California this last year, including assistance to program improvement schools, dissemination of information about effective programs by recognizing outstanding Chapter 1 schools, and improving parent involvement. While much more detail about the activities of the Region F TAC is provided in other sections of this report, it is important to note here that the 1993-94 California Plan for Technical Assistance specified that the TAC would assist with most of the major Chapter 1 activities in the state of California. TAC staff were involved in all of the activities in the California Plan, and worked closely with CDE staff throughout the year. Region F TAC helped to close out these activities for the 1993-94 school year during the fourth quarter.

For a number of years, the primary focus of the California Department of Education (CDE) has been to help those schools identified for program improvement to submit and implement plans to make their instructional programs more effective in producing positive student outcomes. During 1993-94, these efforts were expanded to include the year-long training of the leadership teams from newly-identified program improvement schools and the full implementation of the Program Improvement Initiative (PII). The program improvement regional network meetings were continued for a third year.

Program improvement schools in California are given one year to plan and three years to implement their plans for program improvement. This year the CDE provided training for the newly-identified program improvement schools, who were invited to send their leadership teams to a series of three training sessions held over the course of the year. The training was designed to help them understand program improvement, to provide them with information about service delivery models and innovations in Chapter 1, and to assist them in developing and implementing their program improvement plans. Region F TAC supplied many materials for training the leadership teams from the newly-identified program improvement schools, including the *FOCUS Handbook on Program Improvement* developed by the Region F TAC, and several USDE reports including *Teaching Advanced Skills..., More Time to Learn, Better Schooling for the Children of Poverty... and Chapter 2 Support for Chapter 1 Program Improvement.* In addition, the TAC provided workshop materials on various topics including parent involvement, alternative assessment, service delivery models, program improvement and instructional strategies.

All program improvement schools in California were invited to meet regularly throughout the year at state-sponsored meetings designed to foster networking among program improvement schools. At these regional network meetings, representatives from the program improvement schools were provided with information on curriculum and instruction, effective programs, multicultural education, parent involvement and various state initiatives. These meetings are the primary vehicle the state uses to support Chapter 1 schools implementing program improvement plans. Throughout the year,

Region F TAC staff assisted with this effort, helping to plan the program improvement network meetings and making presentations on the topics of parent involvement, instructional strategies and multicultural issues. During the fourth quarter, TAC staff presented on parent involvement and communication at the regional meetings.

The CDE provided coaches to assist those schools that did not meet the state standard after three years of program improvement implementation. This assistance is known as the Program Improvement Initiative (PII) and meets the federal requirement of states and schools to enter into joint agreements to improve their programs if those schools failed to improve on their own. TAC supported this effort by providing professional development sessions in the staff meetings for the PII coaches and by providing materials for the coaches to use with their schools. During the fourth quarter, at the monthly staff meetings TAC staff facilitated planning sessions during which the coaches developed their collective vision and set goals for the coming year.

All of these program improvement activities for the 1993-94 school year were brought to closure during the fourth quarter. The final sessions of the leadership training were held in March, and the leadership teams completed their program improvement plans and submitted them to the state department for review. The final meetings of the program improvement regional networks were held during April and May, with parent involvement, multicultural education and announcements for the coming year being the focus of these sessions. The PII coaches summarized their year of services and met during April and May to outline their tasks for next year.

In addition to all of the efforts on behalf of program improvement schools, the California Department of Education (CDE) recognizes outstanding Chapter 1 schools throughout the state, some of which are former program improvement schools. This process includes identifying the schools, validating the effectiveness of their programs and recognizing them publicly during the annual Achieving Schools Conference in April. Held in San Diego this year, this conference is one of the most well-attended and popular of the statewide conferences. Region F TAC assisted the department in reviewing the program descriptions from the schools to prepare for the validation visits and also helped to edit the descriptions for publication. TAC staff also presented a session at the Achieving Schools conference. It was designed to help the participants plan a professional development program that they would use as a blueprint when they returned to their respective schools and had planning sessions with their colleagues.

The third important area in Chapter 1 this past year was that of parent involvement. The California Strategic Plan for Parent Involvement was used to provide direction to the major activity that took place in December, the Home-School-Community Partnership Conferences in Sacramento and Los Angeles. These conferences were sponsored by the Compensatory Education Office (Chapter 1) in collaboration with the Migrant Education Office, and the American Indian Education Office, all located in the

Categorical Programs Division of CDE. Each conference lasted one week, and presenters from across the state provided extensive training for parents, teachers and administrators from Chapter 1 schools. The topics included communication, self-esteem, parenting skills, advocacy, leadership, Family Math and Science, discipline and motivation. Staff from the Region F TAC assisted the CDE with planning the conferences, and later developed the presentations on communication and self-esteem that were given at the conference.

In addition to these major thrusts, the Compensatory Education Office continued its efforts to coordinate Chapter 1 efforts across CDE through its quarterly coordination meetings of all Chapter 1 staff in the department. These meetings provided an important opportunity for Chapter 1 staff to share information and support the multiple efforts taking place in the state. Examples of this include the participation of Chapter 1 schools in the *It's Elementary!* Initiative for reform of elementary schools in California, and the promotion of the Strategic Plan for Parent Involvement by the Chapter 1 office. The spring meeting was the last meeting for this school year, and the focus of the meeting was parent involvement. All departments reported on their efforts to implement the state strategic plan, and to inform and involve parents in their activities. Region F TAC staff presented at the meeting and shared with the CDE staff research findings that validate the importance of parent involvement.

The Chapter 1 Math Matters Project is another important activity sponsored by the Compensatory Education Office, in which fourth-, fifth-, and sixth-grade teachers learned effective strategies for teaching math. The last training session for the 1993-94 year was held in San Diego during the fourth quarter, and over 100 teachers, principals and administrators attended. After the training session ended during the fourth quarter, planning meetings for next year were held. The TAC has been involved in all meetings of the Math Matters project, helping with developing and teaching the new strategies, and also in planning for next year.

The CDE Research, Evaluation and Technology Division also had important activities in Chapter 1 over the past year. Foremost of these was completion of Phase II of the Program Improvement Study. This study involved case studies of schools throughout the state, implementing their program improvement plans. The division also continued its quarterly evaluators' meetings for the large district, mid-sized district, and county evaluators. These meetings provide an opportunity to share with the evaluators developments in federal and state testing and evaluation requirements, updates and summaries of national and state studies of Chapter 1, and information of activities across the state. During the fourth quarter, the last of the meetings for this year were held in Sacramento. The focus of these meetings was the *California Learning Assessment System*, reauthorization of ESEA, and recent national studies of Chapter 1. TAC staff worked closely with the CDE staff, being a regular contributor to the Chapter 1 evaluators'

meetings.

TAC staff also provided intensive assistance to the Stanislaus County project mathematics portfolio project. This project established a network for teachers focusing on implementation of a performance-based portfolio system. Beyond providing the time and opportunities for teachers to interact, the series of workshops and meetings was intended to provide teachers with a common language and knowledge base that would facilitate communication and collaboration as the project evolved.

Activity Outlined in PTA	Activities Conducted this Year	Next Steps Follow-up
TAC will provide direct services to SEA and LEAs on developing strategies and techniques for introducing, developing and implementing alternative assessment methods for use in assessing desired outcomes, program improvement, student performance in reading and success in the regular program.	TAC and the SEA conducted year end workshops for all the teams involved in the portfolio pilot project. The workshops centered on sharing portfolio designs and related evidence of student performance, scoring student work, and planning for the upcoming year. Visits to two project sites involved a systematic review of student portfolios and interaction with school teams on instruction/assessment linkages. TAC completed the third year of work with the Hawaii Special Program Branch with a series of workshops and site visits with the seven pilot sites. Work focused on sharing progress on portfolio development. Site visits involved team reviews of student portfolios and linking the portfolio information to instructional planning efforts. Consultations with the Hawaii SEA dealt with procedures for establishing rater reliability, task/portfolio generalizability, reporting and data analyses necessary for larger scale implementation.	Teachers will continue to work with teams to collect student work that reflects and provides evidence for assessment of literacy standards. Many sites will be expanding the number of teachers participating in the project. Teachers will continue using scoring rubrics to evaluate student portfolios and will continue to pilot the Hawaii Chapter 1 Collaborative Assessment System. Modifications of the rubrics to afford greater discrimination may be necessary. Issues surrounding the validity of holistic versus analytic interpretations of portfolio work have been discussed in consultations with SEA. Work in this area is planned for the 1994-95 program year.

Planning has begun for the delivery of a workshop series on designing an effective instructional program in reading.	Through assessment development, teachers discuss effective instructional strategies and as teams determine how to best deliver instruction to Chapter 1 students. In the 4th quarter, TAC and the SEA consulted with teacher teams on their instructional programs and the relationship to evidence and artifacts in the student portfolios.	Teachers will continue to examine their instructional practices through the lens of student portfolios.
TAC will respond to individual requests for assistance from the SEA or from local project staff as needs arise during the 1993-1994 service year.	TAC staff provided assistance to SEA staff to plan and prepare for a presentation at the International Reading Association's Annual conference on the Hawaii Chapter 1 Collaborative Assessment System. TAC staff presented the Hawaii Chapter 1 Collaborative Assessment System at the American Educational Research Association meeting in New Orleans.	TAC staff will write case studies of the seven model school sites to assist the SEA in preparing for the IRA presentation to be held in Toronto.
TAC will provide workshops, supply information and resources, or assist with the development of resources in areas identified under the state goals: early intervention programs, effective instructional practices, curricular integration, development of integrated curricula; strategies to support the teaching of advanced skills; parent involvement, program improvement and leadership training.	Responded as information was requested by LEAs or SEA.	Will continue to respond as SEA requests.

During the 1993-1994 contract year, most assistance in Hawaii focused on development and implementation of the Hawaii Chapter 1 Collaborative Assessment System. Following priorities established by the SEA, TAC worked onsite and conducted workshops with numerous groups of teachers and program administrators in each quarter of the year. Much of this work involved tailored assistance with teachers at seven pilot sites who implemented literacy portfolios for both Chapter 1 and non-

Chapter 1 students. TAC efforts also included ongoing development and revision of support materials related to the literacy standards, scoring rubrics, portfolio design, and linkages to primary and intermediate grades curriculum and instruction. On several occasions, TAC was asked to present on, or support SEA staff presentations on the Collaborative Assessment System at national education conferences.

Early in the year, the TAC, SEA, and seven pilot-site teams established goals for the portfolio implementation, including, linking instruction to the eight literacy standards developed in the prior year, articulating portfolio purpose, specifying a model and schedule for the collection of evidence, and using scoring criteria in rubrics to understand student progress related to the standards. Throughout the year, TAC supported teams of teachers collecting evidence from all students in their classrooms. This included whole-group workshops where teachers shared ideas, successes and setbacks, scored student work and revised rubrics, reviewed student work from other classrooms, and described how evidence in the portfolios illustrated the standards. Site visits focused on more extensive portfolio reviews and relating student performances to instructional strategies, parent communication, and indicators of progress (grades, performance levels, instructional levels).

In the fourth quarter, TAC and the SEA conducted a year-end workshop with 50 teachers and principals from the seven sites. The day consisted of sharing selected student portfolios in order to communicate how the student evidence fit the intended structure or design, then scoring a fixed set of actual portfolios with multiple raters to illustrate concerns related to scoring consistency and accurate judgement of progress relative to the standards. A portion of the day was spent discussing implementation barriers and how they were overcome and modifying implementation plans for the upcoming school year. All project teams discussed expanding teacher participation at their sites. Most feel it is crucial to include teachers from adjacent grade levels or engage in whole school implementation in order to increase student opportunity and to foster more coherent curriculum and instruction across grade levels. TAC and SEA staff also assisted teams at two pilot sites in reviewing student portfolios, describing how the portfolio represents the instructional program, and how it illustrates student growth. One problem that arose during these sessions was the fact that different teachers sample work from quite disparate windows of student opportunity. At the extremes, some teachers only included tasks and student work in the portfolios from 60 minutes of language arts each day, while others sampled from works completed across all subjects as long as the piece related to the standards. However, individual teachers did collect similar task performances and evidence from Chapter and non-Chapter students.

Using the rubrics and general scoring frameworks, teachers scored the portfolios (and some fixed tasks) at their school sites. Some established performance levels in the fall and spring and will evaluate change over time relative to the standards. This data

will be available to the SEA in the summer and will be analyzed with respect to overall growth of both student cohorts. The SEA is interested in expanding the number of sites formally implementing the portfolio in order to produce a larger database on student performance and to assess the viability for using the system as one component contributing to the evaluation of local projects. The SEA is also interested in the alignment with state standards and the potential use of the portfolio system in the context of the new ESEA reauthorization. TAC worked with the SEA on options for studies of inter-rater agreement and reliability, reporting procedures, and strategies for data analysis that can provide necessary technical information. The SEA is interested in pursuing some of these ideas in the summer and fall of 1994. Increasing the scale of the implementation will require the infusion of additional resources in terms of project leadership and coordination, and more professional development time for participating teachers.

Finally, in the last quarter, TAC presented on the portfolio project at the Annual Meeting of the American Educational Research Association and produced case studies and materials in support of an SEA presentation at the International Reading Association.

The level of TAC services to Hawaii clients has been fairly consistent in the last three contract years. In each year, TAC has met the goals for project development and levels of onsite support indicated in the Plans for Assistance. Work has centered primarily on curriculum and instruction, evaluation and alternative assessment, and program improvement in the context of curricular and assessment reforms.

Activity Outlined in PTA	Activities Conducted this Year	Next Steps Follow-up
Collaborate with the SEA and RTAC on the presentation of basic information on the management of Chapter 1 programs at the New Directors' and Administrators' Meeting in September.	Completed in fall quarter.	Will participate next year if this conference is part of the annual plan and SEA requests such participation.
Collaborate with the SEA and RTAC on a series of regional workshops for Chapter 1 schools involved in planning and implementing program improvement.	Collaborated with SEA on second round in series focused on writing of program improvement plans (Boise). Participated in review of program improvement plans with Committee of Practitioners.	Will continue to participate as requested by SEA.
Support the SEA in facilitating strategic planning for Schoolwide Projects; provide support for meeting the evaluation requirements.	Idaho participated in national conference held in Baltimore and in regional conference held in Portland sponsored by TAC and RTAC.	Will help SEA and LEAs with planning as requested by SEA.
Provide specific support in the area of alternative assessment that may include working with the state goals and testing committees, developing a collaborative model with the state, conducting portfolio training sessions, and participating in field testing as well as the development of standards and rubrics.	Facilitated post-teleconference (ASCD production) discussion on performance-based assessment at the downlink site in Boise. Presented day-long institute on the development of assessment systems at state Chapter 1 conference.	Will provide assistance next year with state and local planning and development of assessment systems as requested.
Work with the SEA in a statewide thrust toward significant improvement of parent involvement in the schools throughout the state.	This initiative has been put on hold until statewide plan based on Goals 2000 has been initiated.	Will facilitate continuation of initiative as requested by SEA.
Provide support to the SEA to develop a parent involvement curriculum for use in early childhood and migrant programs.	No activity this year.	Activity deferred.

Support work on the development of schoolwide literacy plans in Chapter 1 schools throughout the state.	No activity this year.	Will provide assistance as requested by SEA.
Assist in the development of awareness of the potential benefits of Early Childhood programs.	Provided information as requested.	Will provide assistance as requested by SEA.
Supply resource information to the SEA to support the establishment of services to homeless children.	No activity this year.	Will respond to SEA requests or re-negotiate activity.
Respond to individual requests for assistance from the SEA or from local project staff as needs arise during the 1993-94 service year.	Responded to requests for follow-up information or with regard to specific questions from LEAs. Provided LEA or school consultations as requested.	Assistance to several LEAs implementing plans of program improvement already scheduled for next year.

Planning work conducted during the first quarter of this year focused on the following goals developed by the SEA for providing services to Idaho clients:

- to develop collaborative partnerships and communication among systems with personnel who have dissimilar professional orientations to maximize service integration and ensure quality environments for children in their early years;
- to change school culture through staff development by promoting an integrated language arts curriculum and establishing collaborative support through regional literacy networks;
- to promote effective parent involvement;
- to facilitate school improvement;
- to provide leadership training for LEAs;
- to increase knowledge and use of alternative assessment methods;
- to support education for homeless children;

- to assist in networking/planning to support schools in the establishment of early childhood programs; and

- to develop and improve education programs for multicultural classrooms.

TAC activities to support those goals and technical assistance provided during this contract year are presented in the matrix above. All of the activities described above were planned and discussed at a meeting with the Idaho State Department staff and the Region 6 RTAC during the first quarter. Activities centered around support for the development of alternative assessment systems, support to program improvement schools, and participation in statewide or regional conferences. In addition, TAC initiated work on a statewide parent involvement task force that was deferred to determine how Goals 2000 planning will incorporate an emphasis on parent involvement.

Interest in the development of standards and alternative forms of assessment has been growing in Idaho; it has often been noted on state surveys regarding needs for technical assistance. With initial progress on the state's development of high school standards and some work on statewide performance tasks, the need to build a foundation for work at the district level was becoming greater. In response to this need, the SEA planned a series of half-day workshops in six regions that would involve primarily district coordinators, but some teachers as well. At these sessions, the SEA presented information on the state goals and plans for assessment development. TAC, then, provided a national context for the development of new assessment systems by discussing the proposed reauthorization legislation and Goals 2000. In addition, TAC provided guidelines for planning a local assessment system and specific aspects of performance tasks and portfolios. The response to this presentation resulted in the inclusion of an institute on the development of alternative assessment systems that was given by TAC at the state Chapter 1 conference in March.

The Idaho SEA also moved ahead with statewide efforts to support the planning and development of alternative assessment systems by participating in a teleconference series provided through ASCD. TAC participated in the first session of the teleconference by conducting a follow-up discussion for participants.

A second area of emphasis this year was program improvement. TAC participated in the second round of program improvement workshops in Boise. This workshop was devoted primarily to writing plans, and TAC provided support information on the use of effective instructional strategies. The SEA is participating in a school improvement consortium this year sponsored by the Agency for Instructional Technology, and TAC and RTAC assistance on program improvement was designed to fit with the video series and resource materials. TAC also participated with the State Committee of Practitioners in a day-long review of program improvement plans. At this

session, TAC provided background information on the proposed ESEA legislation.

TAC provided assistance at several statewide and regional conferences this year. TAC participated in a day-long state meeting for Chapter 1 administrators in the fall to review Chapter 1 policies, procedures, and anticipated changes under reauthorization. TAC conducted a workshop on extended time strategies. As noted above, TAC also participated in regional meetings on program improvement and alternative assessment procedures to be developed under the reauthorized Title I program.

One major activity was the state Chapter 1 conference held every two years. The conference is always well-attended– this year by about 800 people–and features full-day institutes on significant topics in curriculum and instruction, assessments, parent involvement, and others. This year TAC provided two of the institutes. One was co-presented with a staff member from Far West Laboratory who is part of a network of staff developers promoting the use of "Complex Instruction," an instructional model that enhances cooperative learning strategies through an emphasis on complex thinking strategies and "status treatments" that help to ensure meaningful engagement by all students. The model was developed by Dr. Elizabeth Cohen of Stanford University and was requested by the State Chapter 1 Coordinator for inclusion as an institute. The second institute provided the context and strategies for developing alternative assessment systems under the new guidelines laid out in reauthorization legislation.

TAC supported the SEA this year in planning for schoolwide project implementation. A successful schoolwide project from Idaho was featured at the national Schoolwide Project Conference in Los Angeles. In addition, Idaho SEA staff participated in the regional conference in Portland sponsored by TAC and RTAC. Follow-up planning for new schoolwide projects is anticipated during the next contract year.

As noted above, TAC responded to the goal of initiating a statewide thrust at improving parent involvement by meeting with representatives from the SEA staff and local schools to plan activities for a statewide parent involvement task force. The goal of the task force was to examine current resources and materials to draft a document on effective parent involvement and strategies for implementing programs. After long deliberation, the SEA decided to defer the task force work until consideration was given to how it would be included in planning under Goals 2000.

Activity Outlined in PTA	Activities Conducted this Year	Next Steps Follow-up
Provide workshops related to effective practices at the state Chapter 1 conference and the State Chapter 1 Migrant Conference and, as requested, at district or regional conferences or meetings on topics such as mathematics instruction, literature-based approaches, planning, and early childhood strategies.	Presented a workshop at State Migrant Conference on parent involvement and education for home visitors to migrant program. Presented three workshops at the State Chapter 1 Conference. Presented reading strategies workshop in Corvallis school district.	Followed up with onsite visit and training for home visitors in Sidney at the end of May. Followed up with mail and telephone assistance to conference participants. Sent materials for planning thematic units in reading.
Provide information or a workshop on the Secretary's Recognition Program (Chapter 1 regular and Chapter 1 Migrant) to LEAs interested in or planning on submitting applications; assist with applications by reviewing, editing, and providing feedback.	This activity was re-negotiated.	No schools in Montana submitted applications; another activity was substituted.
Provide support services to Chapter 1 Migrant education staff focusing on effective practices in curriculum and instruction.	Meeting in late January with Migrant Director led to plan for services at two site. Provided workshop at Migrant Conference in Billings. Met with home-school coordinators and home visitors to migrant program in Sidney, Montana. Planned activities, gave suggestions for working with families. Hands-on workshop creating materials for migrant children.	Maintain contact until Migrant Conference. Plan for onsite assistance for the week following the conference. Send additional information by mail. Continue telephone contact.
Engage in intensive training and staff development programs with faculty from high-impact Chapter 1 schools.	Provided onsite assistance to several high-impact schools including two correctional institutions, an Indian reservation school and four schools in the first year of program improvement.	Develop plan with Chapter 1 Director to continue assistance into next year.

Respond to individual requests for assistance from OPI and local project staff as needs arise and as they fit within the allotted service days during the 1993-94 service year.	Workshop in developing reading assessments in response to request from Bozeman School District. Regular phone and fax contact about planned Mathematics Instruction course for Chapter 1 teachers in Hardin School District.	Follow-up activity requested, but no date set. Will meet with Chapter 1 Director to discuss plans. Originally planned for June; postponed to August.

Technical assistance in Montana during the fourth quarter was focused on services to the Migrant summer program and planning for the Mathematics Instruction course for Chapter 1 teachers. TAC presented a workshop on strategies for parent involvement and home learning activities at the State Migrant Conference and followed up with onsite assistance in Sidney, Montana. TAC staff provided two day-long sessions with the home-school coordinators at the site. TAC staff presented information on parent involvement, parent education, and spent a day developing educational activities for the coordinators to use with migrant families in their homes.

In an effort to reach more Chapter 1 teachers, the TAC has been negotiating with the Hardin School District and Eastern Montana University to provide a course in Mathematics, for college credit, to teachers in the district. The request came from a principal who had been at the Mathematics Problem-Solving workshop the Region F TAC had presented at the state conference in September.

In continuing support for the activities outlined in the Plan for Technical Assistance, the TAC will be providing three workshops at two Chapter 1-related conferences to be held in mid-June. TAC staff will provide a workshop on reading instruction and present the keynote address at the 14th Annual Montana Bilingual Education Conference. TAC staff will present a workshop on reading strategies and text evaluation at the Indian Education Conference held the same week in Billings.

Throughout the year, the Region F TAC has been in regular contact with the State Chapter 1 Director. The primary focus of technical assistance has been to provide intensive assistance at sites with the greatest need, to present at state and regional conferences, and to respond to individual requests for assistance from individual districts. During the year, Region F TAC was able to provide services to several school districts around the state. Schools slated for intensive assistance included two correctional institutions for youthful offenders, the Crow Reservation School and four program improvement schools in Western Montana.

At the Crow School in Pryor, the Chapter 1 reading program was characterized by the district-selected literature. Students were not responding to the traditional texts and were not doing the reading or writing in the program. TAC staff suggested to the Chapter 1 teacher that it might be useful to begin with a more familiar text, or a text that

students could better relate to. The Chapter 1 teacher selected a text, suggested by TAC staff, with contemporary Indian characters and themes and the students responded immediately. The Chapter 1 teacher reported that the students were engaged in the text, their class discussion was more animated and more productive, and students began to write more. Students in the Chapter 1 program wrote essays in response to the literature they were reading. Several students were invited to Washington, D.C. to read their essays at the Library of Congress.

TAC staff presented seven workshops in Montana this year including three at the at the State Chapter 1 Conference. Workshops were well-received and highly-rated by conference participants. The Region F TAC received a large volume of telephone and mail requests following the workshop presentations. In Corvallis and Bozeman, workshop requests came from school principals who had attended sessions at the state conference.

In the western part of the state, TAC staff made site visits to four program improvement schools. TAC staff met with principals, Chapter 1 coordinators, and Chapter teachers at the four sites. Staff was able to review the Program Improvement Plans and give suggestions for further developing the plans. At two of the sites, TAC staff met with Chapter 1 teachers to discuss the reading curriculum. TAC staff gave teachers information on effective reading strategies for Chapter 1 students. All four sites requested follow-up materials.

Activity Outlined in PTA	Activities Conducted this Year	Next Steps Follow-up
TAC assistance will include onsite and telephone consultations with SEA and local project staff, training and staff development programs, workshops, materials preparation and dissemination, and development and maintenance of networks linking agencies, schools, individuals and resources.	Presented workshops and disseminated material on program improvement, alternative assessment, parent involvement, self-esteem, ESL survival strategies, and multicultural education across the year. Maintained close contact with SDE and LEAs throughout the year.	A number of follow-up onsite assistance activities have been scheduled. Plans are being made for 1994-95 technical assistance.
TAC staff will participate in the annual meetings of the Committee of Practitioners, Chapter 1 Coordinators and the Even Start Committee.	Participated in all the meetings listed in the PTA.	Will schedule and participate in all the 1994-95 meetings.

In 1993-94, TAC activities in Nevada outpaced the previous two years. Region F TAC worked closely with all the Chapter 1 consultants in Nevada State Department of Education. TAC staff provided onsite assistance in three main areas: multicultural education, parent involvement, and alternative assessment. TAC worked mainly with the staff and parents of program improvement sites. In the fourth quarter, TAC staff participated in the Nevada State Chapter 1 Coordinators' meeting and provided onsite assistance to both urban and rural school districts. For example, TAC staff travelled with the Nevada SDE Consultant for Program Improvement to Dyer, Esmeralda County, where TAC staff presented a workshop on Self-Esteem to about 40 parents, teachers, and students, while the SDE consultant modelled cooperative learning lessons for the staff of this extremely isolated school. In Hawthorne, another rural community, TAC staff presented the keynote, "Hawthorne POPS (Power of Parental Strengths)," for parents and staff of Hawthorne Elementary school on its Parent Workshop day. The keynote addressed Goals 2000, key principles for successful parent involvement, and how parents themselves could stay effective as a role model and by providing support for their children. TAC staff also presented a workshop on self-esteem for the parents.

TAC worked in two urban districts also. TAC staff presented "Parenting the Multicultural Way" to two separate, culturally diverse groups in Las Vegas. The first one was conducted for Chapter 1 parents; the second one was for pre-K teachers and family aides in Clark County School District. TAC staff also met with Clark County staff to plan future assistance in parent involvement and program improvement areas. In June,

TAC staff returned to Las Vegas to conduct a self-esteem workshop for the parents and staff residing on the Indian reservation and a new workshop on "ESL Survival Strategies for Parents" for Spanish-speaking parents at the district's Parent Resource Center; the latter was presented bilingually. These Chapter 1 parents had various degrees of proficiency in English; a number of them in the audience knew no English at all. TAC staff used simple English and Spanish phrases and an informal style to get the parents excited about learning in general. The key message was for the parents to continue to be a good role model of learning in summer months ahead. In Elko, TAC staff presented two sessions of "Principles for Successful Multicultural Education" for teachers, counselors, and cottage staff of Nevada Youth Training Center, a 24-hour residential facility for delinquent male youth.

Plans are being made to provide follow-up assistance to these and other school districts in Nevada for the 1994-95 school year. Specific program improvement schools in Las Vegas will be selected for intensive assistance; these schools will be selected by the Nevada SDE and the district staff in consultation with TAC and school staff. An even closer working relationship between the SDE and TAC and more sustained, systematic technical assistance are expected in the coming year due to careful planning and a broad range of services provided this year.

OREGON

Activity Outlined in PTA	Activities Conducted this Year	Next Steps Follow-up
Continue work with individual districts on needs assessment, student selection, program design, and program evaluation; foster internal capacity of district staff to complete these tasks in the absence of external support; disseminate materials that LEAs can modify and adapt to their specific program needs.	Conducted workshops in Portland and Gresham for full school faculty on multicultural principles and integrated teaching and learning strategies for all students. Disseminated materials and conducted related consultations on developing and implementing improvement plans using FOCUS.	Continue to respond as requested.
Collaborate with the SEA and RTAC on a series of regional workshops for Chapter 1 schools and districts throughout the state; focus staff development on topics identified by the SEA.	Participated in the SWP conference in Portland. TAC presented on SWP planning and program design and consulted with school teams. Regional workshops cancelled due to limited SEA resources (time). SEA has moved to 1.5 hour teleconferences hosted by Oregon Ed-Net.	Support upcoming conferences and teleconferences as requested. TAC submitted several session proposals for the upcoming Chapter 1 and Migrant state Conference in 94-95. Support SEA and LEAs as requested with conference activities.
Participate in the organization and delivery of a summer training institute for "new directors" of Chapter 1 programs to be conducted in August 1993; contribute to the program improvement strand of the summer institute and subsequent training activities for the participants.	Completed August, 1993. Consulted onsite with SEA staff on strands of the summer program and TAC support.	Engage in additional institute planning with ODE and RTAC in summer 1994.

Develop a specific strand of assistance with the Migrant Education Program.	Completed examples of data analysis documenting progress towards desired outcomes. Completed a review of research on school programs and classroom practices associated with educating English language learners. Following review by selected SEA representatives, this may be used as a resource to Chapter 1 regular and Migrant program staff.	Meet with SEA and Migrant staff to review information. Produce and disseminate documents as requested by SEA.
Continue training and staff development programs with full-school faculty from high impact Chapter 1 schools; continue intensive assistance to 2 or 3 schools in the Roosevelt cluster in the Portland School District and other districts as approved by the SEA.	Conducted workshops in Portland and Gresham for full school faculty on multicultural principles and integrated teaching and learning strategies for all students.	Continue planning and onsite work as requested by SEA and districts.
Support district and school restructuring teams as they develop and implement integrated curricula and services for educationally disadvantaged students; participate in the Chapter 1 strand of the OASCD research conference and other similar conferences and workshops as approved by the SEA.	Following TAC requests from educators at the state winter conference, TAC and FWL staff prepared a review of education programs and practices for English language learners. There was a high demand for this information by both regular and special program staff.	Coordinate efforts with SEA, disseminate materials and engage in follow-up support as required. TAC submitted several session proposals for the upcoming Chapter 1 and Migrant state Conference in 94-95. Support SEA and LEAs as requested with conference activities.
Respond to individual requests for assistance from SEA and local project staff as needs arise during the 1993-1994 service year.	TAC responded to many LEA requests for assistance by phone, mail, and onsite consultations.	Continue responding as needed.

Delivery of technical assistance in Oregon occurred via state level conferences, tailored assistance to urban LEAs, consultation and dissemination of materials on specific topics of interest to local projects, and planning and consultation with SEA staff. In the current contract year, the volume of services declined relative to past years. This was in part due to the fact that the SEA eliminated the regional technical assistance workshops due to limited SEA resources for onsite activities. In addition, for the first time in several years, the SEA did not sponsor teams for a Chapter 1 strand at the OASCD Research Conference, so TAC did not participate as a group facilitator or consultant. TAC did

participate in two conferences that were not identified in the Plan for Assistance, but these efforts did not require the level of onsite commitments of those that were eliminated. TAC support was primarily in the areas of curriculum and instruction, program improvement, and evaluation.

In May and June, TAC planned with SEA and RTAC staff for the 1994 Oregon Summer School to be held again in August. As in previous years, TAC will participate in strands for new coordinators and teachers, a special topics strand open to all Chapter 1 staff in the state, and a strand on school and program improvement. The summer program lasts a full week, but strands and audiences change during that time. The summer school completed in the first quarter of this contract period was very successful and had approximately 90 participants for the new coordinators' strand. The 1994 summer school will serve as an important transition opportunity as ESEA reauthorization becomes a reality.

In past years, connections with program improvement sites and subsequent assistance often occurred through the regional workshops. This year without the workshops, TAC program improvement activities took place at the summer school in a special strand for eight school teams, through onsite assistance and materials dissemination to 15 Klamath County schools, and through the first annual Migrant/Chapter 1 State Conference. Throughout the year, TAC disseminated *FOCUS*, the program improvement guide and supporting self-assessment and planning documents. Many schools requested additional copies of the document and the related overheads to use for school site planning associated with a state restructuring effort (3565).

In May, TAC participated in a schoolwide project planning conference attended by teams from potential SWPs. TAC presented on the stages of school-wide planning and presented practical considerations at each point. During the conference, TAC consulted with a number of SEA and LEA staff on schoolwide design and evaluation. Some of these discussions emphasized the need for schoolwide planning efforts to be coordinated with the state 3565 reforms to insure a more coherent and meaningful change process.

At the state Migrant/Chapter 1 Conference, there was a great deal of interest in Spanish language materials for parents and teachers. In addition, TAC consulted with many project staff on instructional strategies for English language learners and English literacy programs for LEP students. As a result of this interest and similar interest from program staff throughout the region, Far West Laboratory and Region F TAC staff completed a review of literature and programs for English language learners. Oregon SEA Migrant and Chapter 1 staff are reviewing the document and making recommendations for modifications prior to dissemination. TAC has also submitted a number of proposals for sessions on this and related topics to be presented at the upcoming state conference.

As indicated in last year's final report, work with many of the Roosevelt Cluster schools in Portland was winding down. Some of the buildings are out of program improvement because of positive NCE gains, while others were identified in another content area. Additionally, several principals were transferred, resulting in considerable discontinuity since many of these individuals were leading the program improvement efforts. This has occurred in the context of substantial fiscal cutbacks in central office and support staff in the past two years. Teachers and schools are struggling to survive the most recent wave of cutbacks-additional planning and investments of staff time to meet the external demands of a federal program are not always a high priority.

In the final quarter, however, Portland requested TAC assistance with middle school staff in the area of multicultural education approaches. TAC presented to about 50 staff on integrated instruction and learning from a multicultural perspective. A similar request was received from the Gresham School District, and onsite work was completed in late May.

Throughout the year, TAC assisted individuals and districts on many specific topics in evaluation, selection, needs assessment, curriculum and instruction, and planning strategies. In most cases, this was responsive assistance and proceeded via phone consultations and follow-up materials.

Activity Outlined in PTA	Activities Conducted this Year	Next Steps Follow-up
Continue support and development of a network of program improvement specialists; continue training program and support individuals as they begin work with schools and districts; engage in statewide outreach efforts that serve to connect consultants with identified schools and evaluate the success of the project in meeting third year goals.	Conducted workshops and consultations with network participants focusing on interaction with schools and district teams. Consultations involved assessment, second language learners and teacher professional development. Conducted a workshop on professional development strategies linked to school improvement efforts and supplied materials and overheads for all consultants to use in the field. Materials development, consultation, and coordination with participants and lead agencies was continuous and frequent. Engaged in onsite planning for summer and fall activities with the consultant network.	Continue training and development with project participants in August and September, 1994. Continue ongoing consultation and interaction with project coordinators and participants. Meet with project leaders and selected consultants in August to create central database and materials library for the project.
Continue regular consultations with the SPI evaluation specialist and work on training programs for district staff. This may include special tasks focusing on local project use of evaluation information.	TAC engaged in frequent consultation and materials exchanges with the evaluation specialist, particularly on topics associated with state and local assessment options in the context of Goals 2000 and ESEA reauthorization. TAC assisted with design and overview of workshops on performance assessment and assessment of second language learners to be presented at the Migrant Summer Institute.	Continue ongoing support and consultation. Present with the evaluation specialist at the Migrant Institute in August. Plan for evaluation work in the 94-95 contract year focusing on modifications as a result of ESEA reauthorization.
Participate in the organization and delivery of a training program for "new directors" of Chapter 1 Regular and Chapter 1 Migrant programs to be conducted in September 1993.	Completed in September 1993.	Participate in development and delivery of 1994 training in summer.

Develop with SPI a program of support services to Migrant education staff focusing on language and literacy programs for students.	Worked with district coordinators to follow-up earlier workshops for Chapter 1 and Migrant teachers on Sheltered English, ESL strategies, and content area reading with Spanish Language learners. Scheduled work with teachers and district staff for summer 1994.	Consult and conduct workshops as part of an ongoing program of support in August 1994. Participate in Migrant Institute.
Engage in training and staff development programs with full-school faculty from high impact schools.	Consulted with Migrant coordinator and principal from Washington Middle School on plans for summer training on second language learner reading and language arts strategies.	Work with School Faculty in August 1994 as planned with Washington Middle School principal.
Engage in outreach and training that includes administration and regular program staff from Chapter 1 Regular and Migrant districts and schools.	Consulted with SEA and LEA staff on SWP program design and implementation following participation at the Los Angeles SWP conference. Worked with many school teams and SEA staff at a two day SWP conference in Portland Oregon. This assistance focused on planning, program design, and school improvement/restructuring concerns.	Complete follow-up requests for assistance with several large districts. Disseminate SWP information as requested.
Respond to individual requests for assistance from SPI and local project staff as needs arise during the 1993-1994 service year.	Assisted many LEA staff onsite, by phone, and through mail during the quarter. Planned summer activities on parent involvement and multicultural issues with several urban districts.	Continue responding as needed. Participate in summer workshops and district institutes as planned - August, 1994.

The third year of TAC assistance in Washington continued a well-coordinated and sustained program of assistance with the SEA, LEAs, and related educational agencies and organizations. For the third consecutive year, TAC assisted in all areas identified in the Plan for Assistance and delivered the maximum amount of onsite services. Throughout the year, regular onsite work, phone consultation, and materials dissemination addressed topics in program improvement, evaluation, curriculum and instruction– particularly as it pertains to second language learners and use of multicultural principles, parent involvement, schoolwide projects, and early childhood programs. Much of this work took place through three ongoing assistance efforts; the

Program Improvement Specialists' Project, support to the evaluation specialist in dealing with statewide and local testing and evaluation issues, and a project supporting school faculty and district coordinators in designing and implementing reading/language arts programs for Chapter 1 Regular and Migrant LEP students in the Yakima School District. Other substantial efforts included: participation, consultation, and presentations at several state and local conferences for administrators, teachers, and parents, frequent planning and coordination with SEA and RTAC staff, and responsive assistance to individual teachers, coordinators, and program administrators on a wide array of topics. The following examples of TAC assistance in the fourth quarter illustrate the sustained and evolving program of technical assistance in Washington State.

In the first two years of the Program Improvement Specialists' Project, TAC, RTAC and SPI efforts were directed towards forming a network of well-trained and supported teachers and project coordinators that could work with improvement teams throughout the state. Network activities were primarily designed to enhance the capacity of the Specialists to facilitate a process of school/program improvement and to establish themselves as resources for local projects. In these first two years, most of the specialists shared materials and information and interacted with program improvement sites in their own district. However, few were helping others outside of their own school or district.

The current year reflected the first major outreach efforts for the project. This included statewide mailings about the project and information about the individual Specialists, fall and spring regional "mixers" in six locations where the Specialists conducted planning workshops for school teams, and presentations by the Specialists at state conferences. This year, with TAC and RTAC support, the Specialists designed and conducted the outreach activities. Their work was very well received by local staff, and currently many Specialists are working with schools in and outside of their districts. It is rewarding to see highly-skilled, confident, and well-informed teachers reaching out and supporting others in program improvement efforts. In this context, those engaged in the planning process see their peers as the "experts", and they are much more accessible than SPI, TAC, RTAC, and regional program staff. This project has increased resources available to, and used by, program improvement schools in Washington.

In the final quarter of the 1993-94 year, TAC led a sharing session that revealed an interesting function of the network. Several Specialists described successful consulting arrangements that involved planning and structuring meetings with teams in their own districts. The in-district Specialists handled the logistics, but called on other network Specialists to lead the planning meetings and to address special topics that meshed well with their particular experience and expertise. The school teams were very satisfied with this arrangement and interested in future planning sessions of this nature (an interest in planning, at all, represents a significant change over previous years). These cases

illustrate how the long-term interaction and interplay among individuals in the network results in a much richer resource pool available to local projects that call on a Specialist. Essentially, when a school team accesses a Specialist they open a conduit to a network of information, individuals, materials, and agencies (Specialists also use TAC, RTAC, and the project director as resources) that serve as resources in their planning and implementation efforts. No individual program improvement consultant or facilitator can marshall such resources.

TAC also led a session on professional development programs and strategies linked to school improvement efforts. This session dealt with recent research and principles underlying successful long-term development efforts that have the greatest likelihood for affecting change at the school and classroom levels. Since all school plans involve a staff development component, the Specialists were provided with overheads and support materials for their future work. Another session conducted with TAC and RTAC involved developing and playing out different scenarios that Specialists have or will confront in their initial interactions with school teams.

Also in the forth quarter, TAC presented with SPI staff at the Annual Meeting of the American Educational Research Association. The Program Improvement Specialists' Project was part of a symposium that addressed innovative training and evaluation activities related to program improvement efforts in California, New York, Pennsylvania, and Washington. Throughout the 1993-94 project year, TAC led in development and project implementation or supported project activities, planning, project evaluation, and outreach efforts. The project is slated to continue but will certainly be altered following ESEA reauthorization. For example, many specialists are leading schoolwide planning efforts, or planning that coordinates several categorical program modifications and whole-school restructuring. Currently, activities are planned for summer and fall quarters of 1994.

In May, TAC supported many Washington teams at a schoolwide project planning conference held in Portland, Oregon. In a general session for 225 SEA and LEA staff, TAC presented on planning strategies and connected research and practical caveats to several stages in the process. Over a two-day period, TAC facilitated the planning efforts of a number of urban school teams as they developed a preliminary planning timeline for the 1994-95 school year. For many teams, planning was difficult because of the pending ESEA reauthorization that may have an impact on district allocation, eligibility, program structure and evaluation. Approximately 100 schools will be eligible under the current language, and the majority of them have not planned or implemented a SWP in the past. During the final months of the year, TAC also followed up with several local staff that participated in the Los Angeles SWP conference in March. Most were interested in purchasing a copy of the video produced by Far West Laboratory and planning documents disseminated by USED.

The 1993-94 contract year was the first year since 1990 when TAC and SPI did not conduct statewide evaluation workshops. The workshops were cancelled until after ESEA reauthorization. There was a great deal of interest in the proposed testing and evaluation changes, but until the reauthorization is complete, it will be difficult for SPI and LEAs to move forward with specific plans. Workshops and materials in prior years focused on desired outcomes, standards, and multiple forms of assessment. Districts are primed for changes, but awaiting specific language. Concurrently, a statewide commission on student learning convened as a result of a 1993 Performance-based Education Act and is working towards curriculum frameworks, standards for all students, and related assessment programs. These developments are clearly in the spirit of Goals 2000 and related ESEA reforms. TAC has been consulting with the SEA and forwarding related information on issues surrounding recent state reforms and the relationship to ESEA.

During the year, TAC helped the evaluation specialist prepare and/or present at the New Directors' Institute, the Washington Association of Grants Managers' Conference, regional program workshops, and most recently in preparation for the 1994 Migrant Summer Institute. This presentation will deal with performance assessments and second language learners. Throughout the year, TAC consulted with the SEA on a regular basis on a wide range of evaluation topics from testing issues, to evaluation design, to alternative assessments. TAC also provided a considerable amount of assistance at the local level. This usually involved onsite consultation and dissemination of materials related to desired outcomes, evaluation design, and alternative assessments.

The intensive assistance project with the Yakima School District involved onsite work at three periods during the year. Yakima has a growing population of Chapter 1 LEP students and is working across categorical programs to provide staff development for teachers involved with these students in regular and special program placements. In a series of workshops, consultations, and classroom visits, TAC provided ongoing support to Migrant, Chapter 1 regular and Bilingual coordinators, teachers, and instructional assistants on implementing literacy programs for limited English and non-English speaking students. TAC addressed a number of topics pertinent to English language learners including ESL strategies applied to the content areas, teaching non-English speaking secondary students, beginning Spanish reading, and sheltered English. Much of this work was done with regular classroom teachers who teach non-English speaking Chapter students in the regular program setting. In addition to the district-level efforts, TAC continues working with the full faculty at Washington Middle School. TAC has supported staff development efforts in curriculum and instruction for the past two years. In the final quarter, TAC planned with the principal and the Chapter 1/Migrant director for summer activities with the faculty from this schoolwide project. These activities will involve structuring the literacy curriculum for the upcoming school

year and planning for the necessary professional development and staff interaction during the implementation.

Following a number of TAC workshops during the third quarter in Seattle, the WAGM Parent Conference, the Grants Managers' Conference, and with Washington BIA schools, TAC consulted with a number of urban districts on multicultural education, parent involvement strategies, and parent-school partnerships. Several districts including Tacoma, Vancouver, Bellevue, and Walla Walla requested onsite assistance for district teacher inservice programs in August and September, 1994. In addition, TAC will be addressing student motivation and self-efficacy at the Migrant Summer Institute. The level of assistance in this area will hinge on priorities established in the new Plan for Assistance.

The level of effort in Washington in terms of onsite work and ongoing project activities consistently ranks second to California in the volume of services. Services are also well-distributed across evaluation, program improvement, curriculum and instruction, and parent involvement. This meshes well with the Chapter 1 population distribution in Region F and reflects effective planning and utilization of available resources by SPI and TAC.

As this report is being written, the Chapter 1 leadership at SPI is undergoing significant changes. The Chapter 1 Director is retiring, and the senior Chapter 1/state compensatory education supervisor is leaving SPI. At the request of the new SPI director, the TAC Plan for Assistance and planning for special activities such as the New Directors' Institute will be put on hold until early August. When the new leadership is on board, TAC/SPI planning will move forward.

Activity Outlined in PTA	Activities Conducted this Year	Next Steps Follow-up
Participate in the Wyoming Interdisciplinary Conference in Sheridan on October 1-2, 1993, by providing workshops, interacting with Chapter 1 staff, and disseminating materials and information.	Presented two workshops and provided numerous consultations at the conference held in the second quarter.	Participate in the 1994 Interdisciplinary Conference to be outlined in the fourth-year PTA.
Support SEA and LEA staff with the development and improvement of programs to meet state program objectives.	Participated at a full-day program improvement meeting held in Sheridan during the first quarter. Met with the new State Chapter 1 Coordinator. Discussed and outlined plans for LEA/SEA assistance for coming year. Delivered series of Chapter 1 program improvement workshops during last two weeks of April.	Will finalize the details of the Plan for Technical Assistance which may include several state-level meetings on reauthorization, effective practices, and state initiatives.
Develop a program of support services to Migrant, Even Start, and neglected or delinquent programs as requested by the SEA.	Maintained contact with the Chapter 1 Migrant and Even Start Programs' Coordinator at various times during the year.	To be outlined in the fourth-year PTA.
Support district and school efforts as they develop and implement alternative systems of assessment.	Worked intensively with one district on developing an alternative assessment system. Discussed/planned potential follow-up with new State Chapter 1 Coordinator.	To be outlined in the fourth-year PTA.
Respond to individual requests for assistance from SEA and local project staff as needs arise and time allows during the 1993-1994 service year.	Delivered series of workshops on parent involvement during the second quarter. Responded to telephone inquiries and requests throughout the year.	To be outlined in the fourth-year PTA.

The first quarterly report of the third contract year described services to Wyoming as dynamic. As the third contract year comes to a close, Region F TAC services to Wyoming for the 1993-94 contract year may continue to be characterized in this way. Assistance built on previous years' activities allowed TAC staff to build and reach a large

network of individuals across the state, establish a working relationship with the new State Chapter 1 Coordinator, and outline plans for the fourth year.

The main themes of the Plan for Technical Assistance for Wyoming this year included:

- TAC participation in the Wyoming State Interdisciplinary Conference.
- TAC planning with RTAC 6 and participation in the Chapter 1 pre-conference meeting, the Chapter 1 Program Improvement and Parent Involvement Conference, to be held on September 30, 1993.
- Continued assistance to Fremont County School District #25, in Riverton, to support development of an alternative assessment system.
- Consultations by phone and materials dissemination, as needed or requested.

Several days were left "open" for additional onsite requests during the year. Time was also made available for Even Start, N or D and Migrant programs.

During the year, TAC staff were able to deliver services outlined by the PTA with only one modification. Three main strands of activity characterized Region F TAC services to Wyoming this third contract year. First, TAC staff planned and/or participated in several state-level meetings or conferences. During the first quarter, coordinating with RTAC Region 6 and SEA staff, TAC staff planned and presented at a full-day Chapter 1 program improvement meeting. The meeting was divided into two strands: the first focused on parent involvement and the second on school and program improvement.

Another state-level conference in which Region F TAC participated was the Wyoming State Interdisciplinary Conference held early in the second quarter. Several hundred people from across the state participated in the two-day event which offered workshops and general sessions on a variety of topics from effective instruction in reading, mathematics, and other content areas to parent involvement. Several of the breakout sessions were offered specifically for Chapter 1 schools and programs of which TAC staff presented two. One focused on flexibility in Chapter 1 program design and offered participants the opportunity to "rethink" their programs and their approach to service delivery, and the other focused on effective mathematics instruction.

The third state-level meeting in which TAC staff were involved was the "spring swing" of regional Chapter 1 meetings described below under fourth-quarter activities. The goal of each of these events was to highlight significant issues for Chapter 1 LEA staff across the state, share innovative ideas, and prepare Chapter 1 practitioners for pending changes.

A second main strand of TAC's services to Wyoming this year involved capacity-

building for the SEA staff. This included support in the transition from one Chapter 1 State Coordinator to another. TAC has maintained frequent contact with the SEA by telephone or mail and has provided materials, information and the latest research information where available.

The third main strand of TAC services this year was intensive assistance to Fremont County School District #25 in Riverton. During the second contract year, TAC staff delivered a full-day workshop on alternative assessment to all staff in Chapter 1 schools in the district. The purpose of this first meeting was to introduce staff to the concepts and research behind alternative assessment. Early in the third contract year, TAC provided a two-day follow up meeting for the same staff. The purpose of this meeting was to move staff from the "thinking about" stage of development to actual planning of next steps. Activities focused on: (1) review of concepts introduced at the first meeting; (2) assessment of current practices in the schools/district; (3) discussion of planning processes; (4) introduction of planning tools; and (5) delineation of next steps.

During the months following the second meeting, district staff decided to move the focus from Chapter 1 to district-wide. In consultation with the state Chapter 1 Coordinator, the decision was made to use TAC services as a support for the district effort through telephone consultations and materials dissemination, as appropriate.

The district Chapter 1 program staff decided (with SEA approval) to use the days previously allocated for alternative assessment workshops for parent involvement activities instead. To this end, TAC staff returned to Riverton in December 1994, to provide several workshops to staff and parents of the Chapter 1 schools. Participants were guided from an initial discussion of the research on parent involvement, to the roles parents can and do play, to developing home-learning activities. In order to become familiar with the materials and workshops, district Chapter 1 staff participated in all four sessions. The goal was for the staff to be able to deliver the workshop themselves. TAC provided the district staff with the necessary materials (e.g., transparencies, handout masters, etc.).

Activities during the fourth quarter followed three goals: (1) establish contact with the new state director, (2) plan assistance for next year, and (3) provide workshops for the State's Spring Chapter 1 Meetings held around the state. During this quarter, TAC provided two workshops and seven onsite consultations for a total of 12 workshops and 23 consultations for the third year. Telephone consultations were also frequent and often involved follow-up mailouts of materials and other information.

A principal activity during the fourth quarter involved a series of four regional Chapter 1 meetings held in Cheyenne, Casper, Rock Springs, and Worland. TAC delivered workshops at two of the four sites, and the RTAC delivered the other two. Participants included district and school administrators and Chapter 1 teachers and aides. Most of the districts in the state were represented at one of the sites. The three-hour

workshops were intended to provide participants with information about potential ESEA legislative changes, Goals 2000 and state issues. At each of the locations, TAC and the SEA organized a resource table for participants. Materials available for review included research reports, information on alternative assessment, effective instruction, schoolwide projects, parent involvement, program improvement and other related topics. With assistance from TAC, the SEA was able to mail out copies of some of the materials to participants who requested copies or additional information.

Both the third and fourth quarters of the third contract year were ones of transition. A new State Chapter 1 Coordinator was hired. TAC immediately established contact with the new Coordinator and briefed him on TAC services and resources. TAC was able to meet with the Coordinator and establish new priorities, refine old ones, and plan for next year. TAC, in turn, was able to learn more about school and district needs and issues to better plan and deliver services.

Assistance plans for the fourth year were discussed during the meeting with the State Coordinator. The main theme of the draft plans is to prepare for the changes in Chapter 1 legislation. To this end, three state-level meetings are being proposed. The first will take place in conjunction with the State Interdisciplinary Conference in early Fall and will alert Chapter 1 school staff to "prepare for the changes." The second will take place sometime in late winter and will offer participants in-depth information about the Chapter 1/Title I and Goals 2000 legislation. The third meeting will take place in spring and will be a follow-up to the winter meeting.

Other potential assistance might include support for: (1) the SEA in developing state plans, (2) LEAs in planning and implementing effective parent involvement programs, and (3) both the SEA and LEAs in implementing state accreditation standards linked to development of alternative assessment strategies.

As Chapter 1 legislation changes and new regulations and policies emerge, Region F TAC will work closely with the Wyoming SEA staff to foster smooth transitions from Chapter 1 to Title I, both at the LEA and SEA levels. In addition, to some of the potential activities discussed above, TAC will work with the SEA to ensure that Even Start, Neglected or Delinquent and Migrant programs are an integral part of the services provided.

SECTION IV

SUMMARY DATA

SUMMARY DATA

The following tables and figures summarize and illustrate Region F TAC activities for the fourth quarter of the third contract year, as well as data for the entire year and previous years, as indicated.

Table IV-1
TAC Activities Summary: Task 2
Region F
4th Quarter (04/94-06/94)

	Basic Grants	Migrant/ Bilingual	N or D/ Handi-capped	Even Start/ Early Chld.	Total
Number of Workshops	37	4	2	0	43
Client Information					
SEA Staff	117	5	2		124
LEA Staff-Chapter 1 Coordinators	392	110	1		503
Principals	189	50	1		240
Chapter 1 Teachers/Aides	624	60	2		686
Non-Chapter 1 Instructional Staff	365	0	44		409
Other	205	20	0		225
Total Clients	1892	245	50		2187
Service Hours	109.5	16.5	4	0	130
TAC Person Hours	113	16.5	4	0	133.5
On-Site Consultations	78	11	1	2	92
Client Information					
SEA Staff	161	3		1	165
LEA Staff-Chapter 1 Coordinators	39	28			67
Principals	20		1		21
Chapter 1 Teachers/Aides	44			1	45
Non-Chapter 1 Instructional Staff	36				36
Other	14				14
Total Clients	314	31	1	2	348
Service Hours	158	22	1	2	183
TAC Person Hours	186	22	1	2	211

Table IV-1 represents TAC activities for the fourth quarter of the third contract year. Region F TAC staff delivered 43 workshops and 92 on-site consultations. The total amount of service hours for consultations was larger than the hours for workshops. This reflects the trend in the work this quarter. TAC staff have been engaged in many lengthy consultations with SEA and LEA staff regarding potential changes in Chapter 1 legislation, planning for improvement and mapping out services accordingly. The table also illustrates how TAC staff have provided an increased amount of services to Migrant/Bilingual programs, and to a lesser degree N or D.

Table IV-2
Region F TAC Activities Summary by Quarter
Task 2: Act as Technical Consultant to SEAs and LEAs
July 1, 1993 - June 30, 1994

	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Year Total
WORKSHOPS					
Number	42	45	61	43	191
Client Information					
SEA Staff	88	74	82	124	368
LEA Staff-Chapter 1 Coordinators	564	390	608	503	2065
Principals	208	145	226	240	819
Chapter 1 Teachers/Aides	1039	707	769	686	3201
Non-Chapter 1 Instructional Staff	405	121	182	409	1117
Other	298	530	178	225	1231
Total Clients	2602	1967	2045	2187	8801
Service Hours	188	212	214	130	744
TAC Person Hours	236	336	245	133.5	950.5
ON-SITE CONSULTATIONS					
Number	93	90	84	92	359
Client Information					
SEA Staff	71	72	84	165	392
LEA Staff-Chapter 1 Coordinators	92	83	69	67	311
Principals	10	35	23	21	89
Chapter 1 Teachers/Aides	201	160	67	45	473
Non-Chapter 1 Instructional Staff	96	54	33	36	219
Other	9	36	26	14	85
Total Clients	479	440	302	348	1559
Service Hours	141.5	199	162	183	685.5
TAC Person Hours	154.5	265.5	173	211	804

Over the four quarters of the third contract year, TAC delivered 191 workshops and 359 on-site consultations. Third quarter was "busiest" in that the most workshops (61) were delivered during the quarter. This is to be expected, many schools and districts request services during the January to April time frame.

Figure IV-1 represents the proportion of types of clients served during the fourth quarter, and figure IV-2 represents the proportion of types of clients served during the first, second and third years. Chapter 1 LEA staff, teachers and district coordinators continue to represent the largest group of clients served by Region F TAC (over 50%). Comparing fourth quarter percentages to first, second and third year numbers highlights the fact that TAC provided services to a significant number of SEA staff during this past quarter. During the fourth quarter, 11% of clients served were SEA staff as opposed to 7% for the entire year. This reflects the point raised previously that TAC has worked more closely with SEA staff in preparation for potential Chapter 1 changes.

Over the three years of the contract the proportions have shifted very little. Chapter 1 teachers, aides and district coordinators have consistently been the most served client (50-60%). Non-chapter 1 staff have generally represented 10-13%. These staff have often been included in services at the request of school and district staff in order that they may become aware/familiar with Chapter 1 issues, so that <u>all</u> staff may better serve the Chapter 1 students. The "other" category includes individuals such as parents, students and community representatives.

Figure IV-1
Types of Clients Served
04/01/94 - 06/30/94

4th Quarter (04/94-06/94)

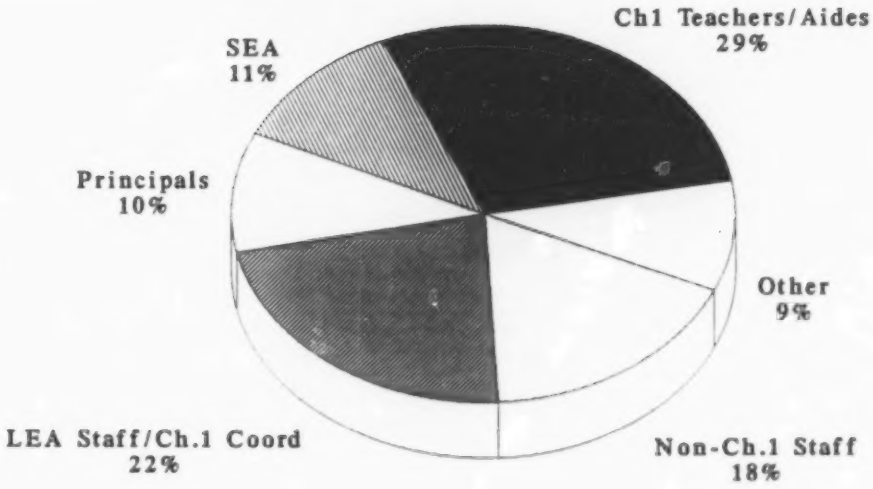
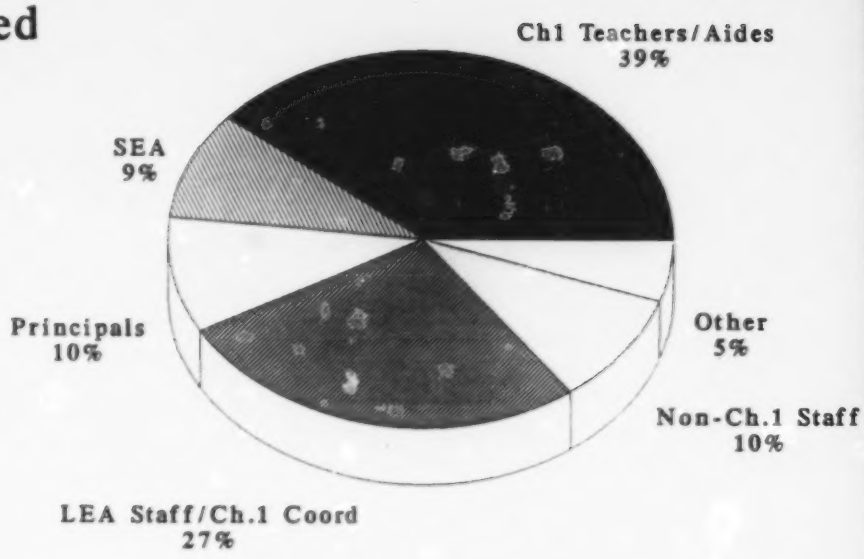
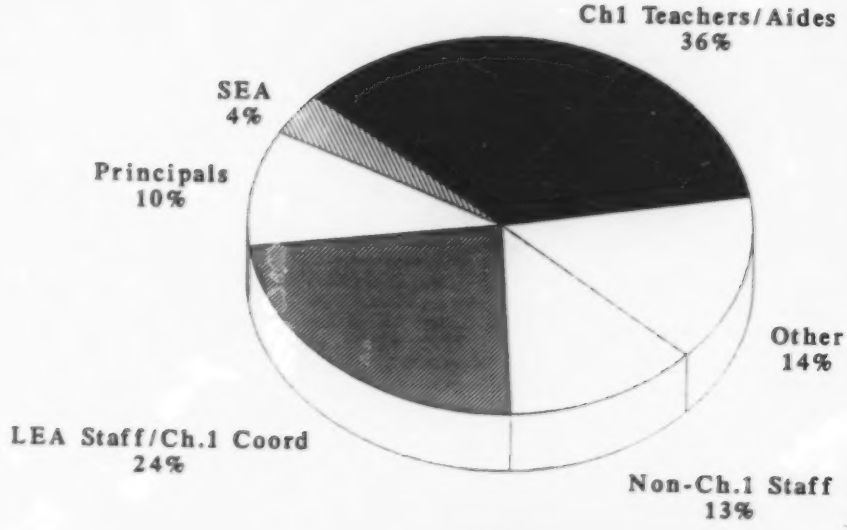


Figure IV-2
Types of Clients Served
07/01/91 - 06/30/94

1st Year (07/91-06/92)



2nd Year (07/92-06/93)



3rd Year (07/93-06/94)

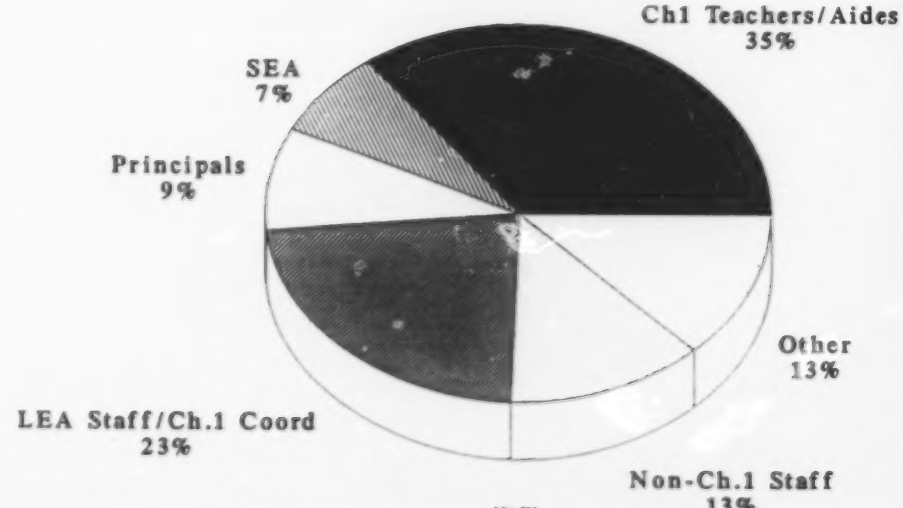


Table IV-3
TAC Activities by State: Task 2
Region F
4th Quarter (04/94-06/94)

State	Workshops	Consultations
Alaska	1	3
California	16	42
Hawaii	1	7
Idaho	0	1
Montana	6	3
Nevada	8	9
Oregon	4	4
Washington	5	15
Wyoming	2	8
BIA	0	0
Total	43	92

During the fourth quarter, TAC staff provided on-site assistance to all states in Region F except the BIA. Four states received the greatest number of workshops: California (16), Nevada (8), Montana (6), and Washington (5).

Table IV-4 represents the number of workshops and consultations provided to each state over the past three years. Over the three-year contract, TAC staff have provided on-site assistance to all states and the BIA during at least two of the four quarters each year. In many cases the states were provided assistance three of four quarters. The table also illustrates that those states with the greatest proportion of Chapter 1 students have consistently received the greatest amount of services.

TABLE IV-4
REGION F TAC ACTIVITIES BY STATE BY QUARTER
FOR CONTRACT YEARS 1, 2 & 3
TASK 2: ACT AS TECHNICAL CONSULTANT TO SEAs AND LEAs
July 1, 1991 – June 30, 1994

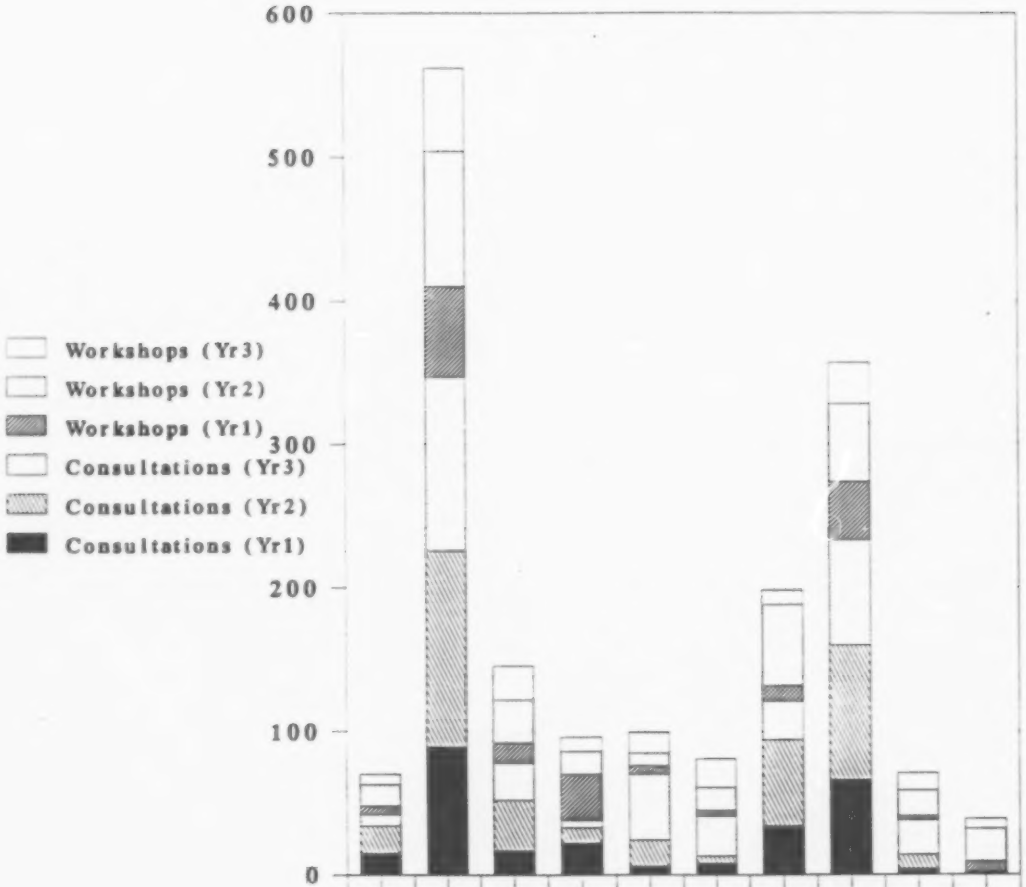
	WORKSHOPS														
	07/01/91 - 06/30/92					07/01/92 - 06/30/93					07/01/93 - 06/30/94				
STATES	Q1	Q2	Q3	Q4	Total	Q1	Q2	Q3	Q4	Total	Q1	Q2	Q3	Q4	Total
Alaska	0	3	3	0	6	3	9	3	0	15	0	5	1	1	7
California	0	13	24	26	63	21	26	18	29	94	11	12	19	16	58
Hawaii	0	5	5	4	14	7	9	8	6	30	9	6	8	1	24
Idaho	4	10	9	9	32	0	9	4	3	16	2	3	5	0	10
Montana	0	5	0	1	6	5	2	2	0	9	4	1	3	6	14
Nevada	0	2	0	2	4	5	5	3	3	16	1	2	9	8	20
Oregon	3	1	1	6	11	12	33	0	11	56	4	2	0	4	10
Washington	1	13	13	14	41	10	8	18	18	54	6	8	10	5	29
Wyoming	0	0	3	0	3	0	0	12	6	18	4	6	0	2	12
BIA	0	3	2	2	7	0	7	10	6	23	1	0	6	0	7
TOTALS	8	55	60	64	187	63	108	78	82	331	42	45	61	43	191

TABLE IV-4 (continued)
REGION F TAC ACTIVITIES BY STATE BY QUARTER
FOR CONTRACT YEARS 1, 2 & 3
TASK 2: ACT AS TECHNICAL CONSULTANT TO SEAs AND LEAs
July 1, 1991 - June 30, 1994

	CONSULTATIONS														
	07/01/91 - 06/30/92					07/01/92 - 06/30/93					07/01/93 - 06/30/94				
STATES	Q1	Q2	Q3	Q4	Total	Q1	Q2	Q3	Q4	Total	Q1	Q2	Q3	Q4	Total
Alaska	2	5	3	5	15	4	9	3	3	19	1	1	3	3	8
California	24	24	17	24	89	23	34	32	48	137	17	31	31	42	121
Hawaii	1	1	11	4	17	11	10	5	9	35	11	8	0	7	26
Idaho	2	2	14	4	22	2	9	0	0	11	1	2	1	1	5
Montana	0	4	1	1	6	10	1	6	1	18	34	0	9	3	46
Nevada	0	3	2	3	8	0	1	3	1	5	2	9	8	9	28
Oregon	1	6	12	15	34	18	14	9	19	60	8	4	11	4	27
Washington	3	27	14	22	66	17	21	31	25	94	11	27	20	15	73
Wyoming	0	0	1	3	4	0	0	9	1	10	8	8	0	8	24
BIA	0	0	0	0	0	0	0	1	0	1	0	0	1	0	1
TOTALS	33	72	75	81	261	85	99	99	107	390	93	90	84	92	359

Figure IV-3 represents total number of workshops and on-site consultations by state for each of the three years of the contract. As noted in Table IV-4, those states with the greatest proportion of Chapter 1 students have received the most TAC services over the three years. These include California, Washington and Oregon.

Figure IV-3
Task 2 Activities by State
July 1, 1991 - June 30, 1994



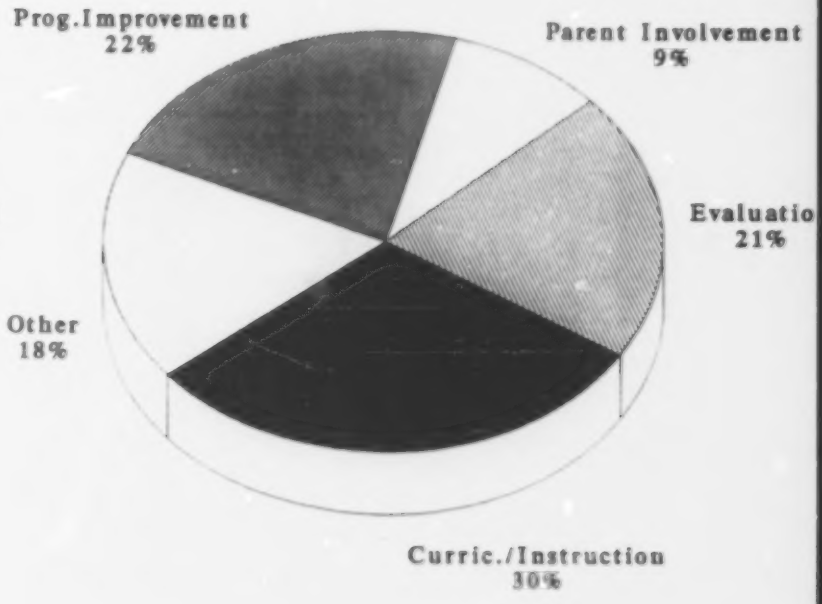
	AK	CA	HI	ID	MT	NV	OR	WA	WY	BIA
Workshops (Yr3)	7	58	24	10	14	20	10	29	12	7
Workshops (Yr2)	15	94	30	16	9	16	56	54	18	23
Workshops (Yr1)	6	63	14	32	6	4	11	41	3	7
Consultations (Yr3)	8	121	26	5	46	28	27	73	24	1
Consultations (Yr2)	19	137	35	11	18	5	60	94	10	1
Consultations (Yr1)	15	89	17	22	6	8	34	66	4	0

Figure IV-4 represents the categories of service (or subtasks) for the fourth quarter and the entire third year. Except for a slight shift during the fourth quarter from evaluation to curriculum/instruction, topics of service have remained fairly constant. Pending changes in Chapter 1 legislation may have had some influence in the shift in that schools and districts are preparing for the shifts away from accountability driven programs to programs focused on effective curriculum and instruction.

As in previous quarters and years, evaluation, curriculum/instruction, and program improvement are the main categories of service. These numbers represent duplicated counts in that many activities may encompass more than one topic. The "Other" category includes technology and technical assistance planning.

Figure IV-4
Activities Summary by Subtask
07/01/93 - 06/30/94

4th Quarter (04/94-06/94)



3rd Year (07/93-06/94)

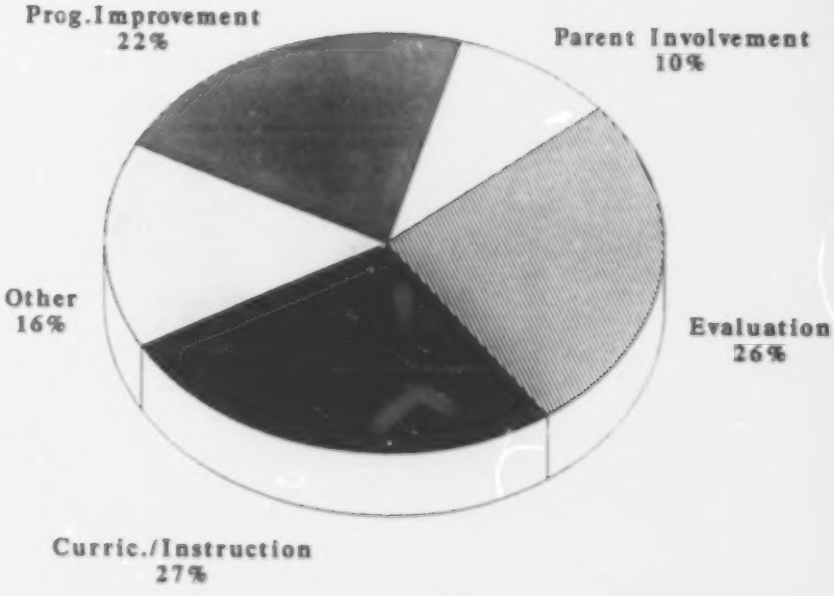


Table IV-5 contains the frequency of service topics by state over three years. These represent duplicated counts because activities often cover more than one topic. These numbers show that over time curriculum and instruction has taken on greater importance than evaluation and program improvement, in many of the states . This illustrates points made earlier about services shifting to a focus on effective strategies at the classroom level.

Figure IV-5
Activities Summary by State by Subtask
July 1, 1993 - June 30, 1994

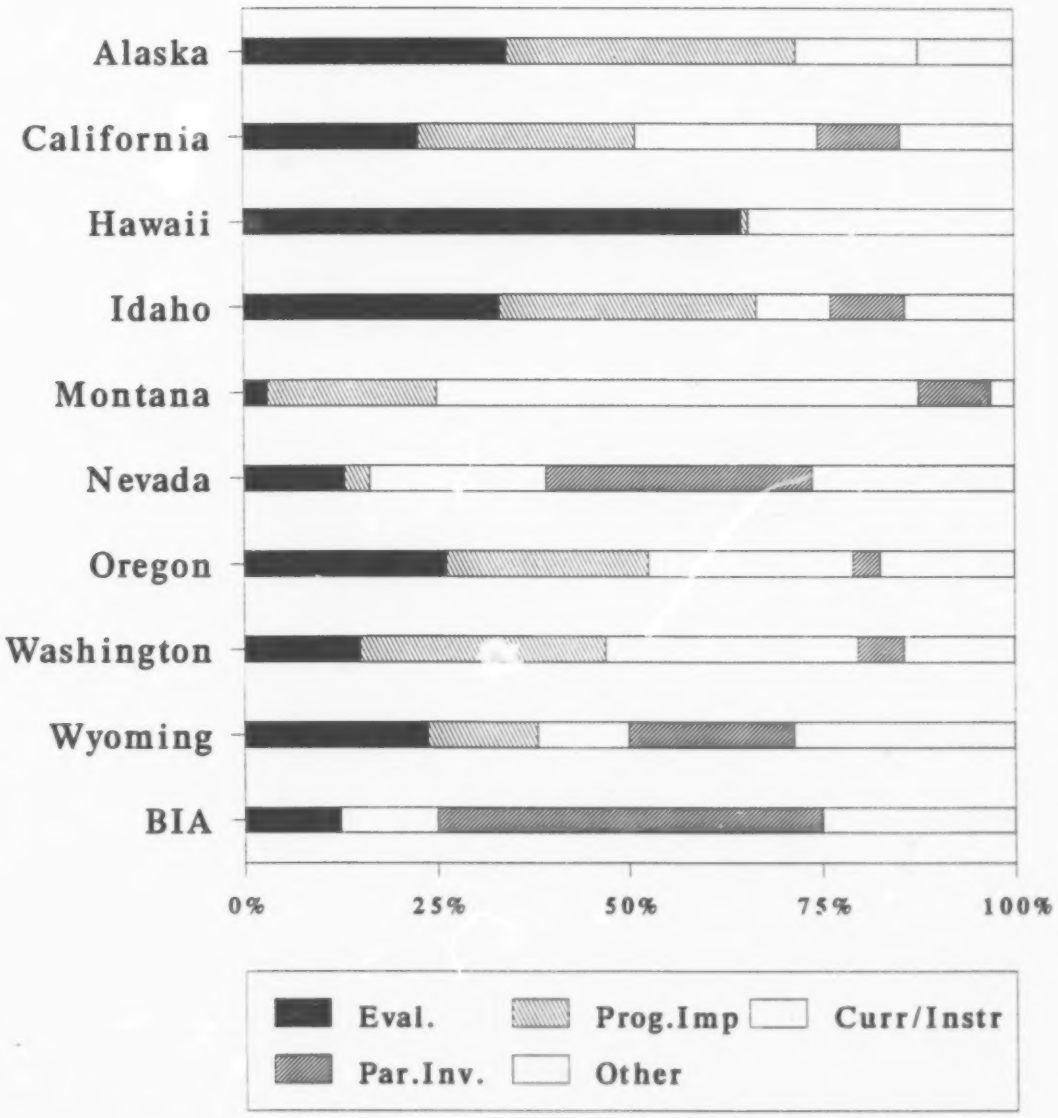


Figure IV-5 illustrates the focus of each state's activities for the third contract year. The Figure shows that each state has addressed activities in each topic; however, several trends emerge. For example, Hawaii has focused many of its activities on developing a portfolio system; therefore, the *evaluation/assessment* category represents 60% of topics covered. In Montana, the focus has been more on effective curriculum and instructional strategies. And the BIA has had the greatest focus on parent involvement.

TABLE IV-5
REGION F TAC ACTIVITIES BY STATE BY SUBTASK*
FOR CONTRACT YEARS 1, 2 & 3
TASK 2: ACT AS TECHNICAL CONSULTANT TO SEAs AND LEAs
July 1, 1991 - June 30, 1994

	WORKSHOPS and CONSULTATIONS											
	Evaluation			Progr. Imprvmnt			Curr. & Instr.			Parent Inv.		
STATE	Year 1	Year 2	Year3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
Alaska	18	31	11	10	16	12	5	6	5	1	2	0
California	63	54	63	82	83	78	28	44	65	21	76	29
Hawaii	25	77	83	8	1	1	5	20	44	0	0	0
Idaho	12	9	7	22	22	7	17	7	2	5	0	2
Montana	8	4	1	4	5	7	4	17	20	0	7	3
Nevada	3	7	8	5	1	2	3	8	14	3	2	21
Oregon	30	52	15	25	50	15	17	59	15	3	12	2
Washington	90	71	25	53	85	53	27	87	54	4	11	10
Wyoming	2	12	10	5	0	6	1	20	5	2	3	9
BIA	0	4	1	0	3	0	4	7	1	2	7	4
TOTALS	251	321	224	214	266	181	111	275	225	41	120	80

* duplicated counts

SECTION V

APPENDIX

RCC Meeting
Far West Laboratory, San Francisco
June 23-24, 1994

AGENDA

Thursday, June 23, 1994
All of today's activities will take place in the ***Board Room***

8:00 a.m.	Continental breakfast at Far West Laboratory
8:30	**Welcome and Introductions** Gary D. Estes, Deputy Director for Programs, Far West Laboratory
9:00	***Keeping our Promises to Children: New Directions in Compensatory Education*** Rudy F. Crew, Superintendent, Tacoma School District
10:00	***Question and Answer Session*** **Facilitator:** Beverly P. Farr, Director, Region F TAC
10:30	Break
10:45	***Federal Update,*** Comments from the U.S. Department of Education Wendy Jo New, Chapter 1 Office, U.S. Department of Education
12:00 p.m.	Lunch at Far West Laboratory
1:00	***Tomorrow's Schools: New Directions in Professional Development*** Nedra Crow, Associate Dean for Professional Education, Graduate School of Education, University of Utah
2:15	Break
2:30	***Altering Assessment: New Questions*** Linda Fuller, Director, Career Ladder, Arizona Department of Education Tej Pandey, Administrator, Special Studies and Evaluation Reports, California Department of Education
4:00	Break
4:15	**Wrap-Up** Peter Ryan, Region F TAC Dave Leitner, Region 6 RTAC
6:00	Group dinner at Guaymas in Tiburon (meet at Red & White Fleet at Ferry Building)

RCC Meeting
June 23-24, 1994

AGENDA (continued)

Friday, June 24, 1994

8:00 am — Continental breakfast at Far West Laboratory
Board Room Foyer

9:00 — **National Commission on Time and Learning**
Board Room

- Commission Review of Report Findings
- Panel of Respondents
- Question & Answers

(please see additional agenda enclosed)

12:00 pm — **RCC Meeting Wrap-Up and Evaluation**
Board Room

12:30 — Lunch and Optional Activities
(There are several options available in the afternoon. A boxed lunch will be provided and participants may choose to participate in any of the following.)

Options:

- Participation in Commission Breakout Sessions
- State Networking Meetings
- Plans for Technical Assistance Meetings
- Informal Discussions or Meetings with TAC/RTAC Staff
- Shopping
- Departure (If needed, Super Shuttle to airport can be arranged through FWL, Super Shuttle requires departure 1 1/2 hours before your scheduled flight)